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ABSTRACT

A comprehensive, interactive conference was designed to help improve the quality of external degree programs and adult education. Sixteen papers are presented as follows: (1) "Designing Self-Instructional Print Material for the Adult Learner" (Diane J. Davis); (2) "Degrees by Alternative Delivery for U.S. Soldiers and Sailors" (Clinton L. Anderson); (3) "Quality and Assessment Issues in Graduate Education External Degree Programs" (Jules O. Pagano); (4) "Model Policy on Awarding Credit for Extrainstitutional Learning" (Henry A. Spille); (5) "A Model for Graduate Education in Ministry by Extension: The Loyola Institute for Ministry Extension Program" (Marcel J. Dumestre and Barbara J. Fleischer); (6) "Affecting Retention in a Non-Instructional Degree Program" (Thomas A. Wright and Jan-Marie A. Spanard); (7) "The Cultural Context of Adult Education and the Principle of Dialogue" (Lee W. Herman); (8) "Developing Collaborative Academic Partnerships: A Strategy for Advancing our National Economic Competitiveness Agenda" (Sonja A. Eveslage and Iris Saltiel); (9) "Adult Students, Technology, and General Education: New Tools for Curriculum Reform" (Gary E. Miller); (10) "A Sense of Strategy: Adult Student Writers and the World of Work" (Gail Hall); (11) "Intensive Time Formats in Adult External Degree Programs" (E. Gary Shapiro and Julia A. Daniels); (12) "Renovating Innovation: The Challenge of Maturity in the Innovative College" (Douglas B. Johnstone); (13) "Innovation: The Conflict Between Freedom and Structure" (Michael Andolina); (14) "Opening Minds Through the Liberal Arts in an Adult Degree Program" (Mary-Curt Browning and Judith K. McCormick); (15) "It's No Party but--Adult Students as Guests (Colleges as Hosts)" (Barbara Cherem); and (16) "Orientation of Adults to College Content and Outcomes of a Re-Entry Course" (Elizabeth Steltenpohl and Jane Shipton). (SM)

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THE
EIGHTH NATIONAL CONFERENCE
ON
ADULT AND EXTERNAL DEGREE
PROGRAMS

Co-sponsored by:
The Alliance
and
American Council on Education

October 12–14, 1988
Washington, D.C.

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Advancing Our National Agenda

Eighth National Conference on Adult and External Degree Programs

Washington, D.C.
October 12-14, 1988

Co-sponsored by: The Alliance and the American Council on Education

Contents

Forward i

Designing Self-Instructional Print Material for the Adult Learner
Diane J. Davis 1

Degrees by Alternative Delivery for U.S. Soldiers and Sailors
Clinton L. Anderson 4

Quality and Assessment Issues in Graduate Education External Degree Programs
Jules O. Pagano 15

Model Policy on Awarding Credit for Extrainstitutional Learning
Henry A. Spille 30

A Model for Graduate Education in Ministry by Extension: The Loyola Institute for Ministry Extension Program
Marcel J. Dumestre and Barbara J. Fleischer 39

Affecting Retention in a Non-instructional Degree Program
Thomas A. Wright and Jan-Marie A. Spanard 58

The Cultural Context of Adult Education and the Principle of Dialogue
Lee W. Herman 74

Developing Collaborative Academic Partnerships: A Strategy for Advancing our National Economic Competitiveness Agenda
Sonja A. Eveslage and Iris Saltiel 89

Adult Students, Technology, and General Education: New Tools for Curriculum Reform
Gary E. Miller 91

A Sense of Strategy: Adult Student Writers and the World of Work
Gail Hall 101

Intensive Time Formats in Adult External Degree Programs
E. Gary Shapiro and Julia A. Daniels 126

(continued)

Renovating Innovation: The Challenge of Maturity in the Innovative College
Douglas B. Johnstone 140

Innovation: The Conflict Between Freedom and Structure
Michael Andolina 165

Opening Minds Through the Liberal Arts in an Adult Degree Program
Mary-Curt Browning and Judith K. McCormick 179

It's no Party but--Adult Students as Guests (Colleges as Hosts)
Barbara Cherem 193

Orientation of Adults to College
Content and Outcomes of a Re-Entry Course
Elizabeth Steltenpohl and Jane Shipton 198

F O R W A R D

Welcome to the Eighth National Conference on Adult and External Degree Programs. The Alliance and the American Council on Education hope to provide a comprehensive, interactive conference to assist you in your efforts to serve the needs of adult learners involved in your programs.

The Program Committee believes that the proposals for presentations selected for this conference demonstrate the range and depth of new ideas, insights and approaches occurring in the field of adult and external degree education. We believe, too, that they reflect a developing maturity as a distinct field and a growing sense of confidence in our ability to work together on the task of "Advancing Our National Agenda," the theme of this year's conference.

The Program Committee is grateful to all those who generously will serve as session moderators and to those who have worked on our important task forces. We are particularly indebted to those colleagues whose presentations appear in these proceedings for their willingness to share their work with us.

We see the conference as an important part of an on-going process that seeks to strengthen and enrich our mutual efforts to improve the quality of external degree programs designed for the adult learner. Your participation and contribution to this process is very much appreciated. We look forward to your being with us at future ACE/Alliance conferences.

Janice G. Keith

Janice G. Keith
University College
Northwestern University

Eugene Sullivan

Eugene Sullivan
American Council on Education
Co-Chairs, Program Committee for the
  Eighth National Conference

DESIGNING SELF-INSTRUCTIONAL PRINT MATERIALS FOR THE ADULT LEARNER

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ABSTRACT[1]

Despite the increase in availability of high quality video, audio and computer materials, most courses offered through external degree and other distance education[2] programs continue to make extensive use of self-instructional print materials. These materials consist largely of expository text in its most conventional sense: textbooks, articles, excerpts and instructor-written lectures, comments and explanations. The self-instructional components that we add to conventional text, such as learning objectives, study questions, sample tests, assignments, and answer keys, also fall into the category of expository text. Furthermore, external degree programs frequently employ specialists with advanced training in curriculum design, instructional design and instructional technology to assist in the design and

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[1] For additional information or a complete copy of this paper, please contact Dr. Diane J. Davis, University of Pittsburgh, 3808 Forbes Avenue, Pittsburgh, PA 15260. (412) 624-7210

[2] The term distance education is used here to refer to postsecondary educational programs where the student has limited or no face-to-face contact with the instructor, with the possibility of occassional meetings for didactic and socialization purposes. (For a more complete definition of distance education, see Keegan, 1988, p. 10.)

development of this self-instructional text. These individuals, referred to in this paper as "curriculum specialists," also assist in the design and development of course components that involve other instructional media.

Because text continues to be used in distance education, it is important for curriculum specialists to learn about and use theories and research results applicable to text design and text comprehension. Moore (1987) observed that

> ...the quality of print materials in American distance education programs has not improved at the same pace as the development of other media nor is it as good as the print materials produced in some other countries. (pp.45-46)[3]

This paper examines some of the more recent research and theory in text processing and text design. From that research, principles are derived that are expected to be applicable in the design and development of self-instructional print materials. Suggestions for the application of those principles are also provided. It is hoped that these principles and suggestions will be useful to curriculum specialists in distance education programs who are responsible for guiding the development of self-instructional text.

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[3] As background, and for a description of some important general characteristics of well-designed self-instructional text, the reader is referred to Moore (1987), who includes "good structure" as one of these characteristics.

Major topics reviewed for this paper include text comprehension processes, text structure, text design and text format. The principles and suggestions address a number of text design components, such as the use of vocabulary and syntax, headings and other organizational devices, typographical aids, illustrations, questions, advance organizers, analogies and algorithms. While those who work with other media will recognize applications for many of the ideas reviewed here, this paper focuses on text and related print materials.

Degrees by Alternative Delivery For U.S. Soldiers and Sailors

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The staff of the Servicemembers Opportunity Colleges (SOC) coordinates degree programs for Army and Navy personnel, provided by cooperating networks of civilian colleges and military installations. The curricula are offered to servicemembers in their off-duty hours, on United States military installations throughout the world, on board Navy vessels, and on easily accessible campus sites. Soldiers and sailors are, however, often prohibited from participating in traditionally delivered college courses/programs due to their mobility and military job requirements. They can engage in independent study. Beginning in 1987, programs and courses leading to successful program completion are being offered by alternative delivery means through Servicemembers Opportunity Colleges (SOC) network systems. This option allows soldiers and sailors even at isolated military locations to engage in adult education that will promote their own personal and economic development and earn associate and bachelor degrees meaningful in the civilian sector.

Servicemembers Opportunity Colleges Principles and Criteria: SOC, a consortium of national higher education associations and approximately 525 participating colleges and universities, functions in cooperation with the Department of Defense (DOD), the Military Services, and the Coast Guard to help meet the voluntary higher education needs of

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* Much of this paper is an adaption of written materials obtained from Servicemembers Opportunity Colleges and used by written permission of Arden Pratt, SOC's Director. These materials are included in the reference listing.

servicemembers. Each institutional member of SOC subscribes to *SOC Principles and Criteria*, an articulated statement of good practice in the conduct of offering and operating voluntary higher education programs for hundred of thousands of servicemembers, civilian employees of DOD, and their family members. SOC Principles are predicated upon such principles as those set forth in the Joint Statement on Transfer and Award of Academic Credit of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council on Postsecondary Accreditation (COPA), and are drawn principally from the cumulative experience of educational institutions and agencies judged successful in their work with servicemembers.

The Principles embody a needed institutional flexibility with thoughtful development of programs and procedures appropriate to the needs of servicemembers, yet recognize the necessity to protect and assure the quality of educational programs. Inherent in the SOC Principles are expectations and standards essential to their translation into performance and action.

The SOC Criteria express those expectations and standards and constitute an operational framework for SOC member institutions to extend to servicemembers undergraduate educational opportunities that are sometimes distinct from common institutional practice. The Criteria characterize flexibility essential to the improvement of access by servicemembers to undergraduate educational programs. The Criteria stipulate that institutional policies and practices be fair, equitable, and effective in recognizing special and often limiting conditions faced by military students.

Institutional membership in SOC is renewed every two (2) years which includes an affirmation of the institution's compliance with *SOC Principles and Criteria* signed by the institution's president, chancellor or other administrator authorized to make this commitment. From this common commitment ascribed to by all concerned, SOC functions with the advice and counsel of a 21 member Advisory Board and with a staff that provides consultative advisory services to college or military officials seeking to improve the quality and availability of college-level programs offered to servicemembers. Management of SOC is under contract to the American Association of State Colleges and Universities, with the Defense Activity For Non-Traditional Educational Support (DANTES) on behalf of the DOD and the military services.

SOC Network Systems: SOC operates four (4) network systems: **SOCAD**, the associate degree system for the Army; **BDFS**, the Bachelor Degree For Soldiers system for the Army; **SOCNAV-2**, the associate degree system for the Navy; and **SOCNAV-4**, the bachelor degrees for sailors system. These systems consist of groups of regionally accredited SOC institutional members that offer degree programs accessible to soldiers and sailors worldwide. Within each of the curriculum network areas, the member institutions guarantee to accept each other's credits in transfer. In addition, BDFS and SOCNAV-4 institutional members guarantee a minimum transfer or award of credit for those students who have completed an appropriate SOCAD and SOCNAV-2 degree respectively.

The specific guarantees, the appropriate transfer courses, recommended credit for military training and work experience and tests are listed in the systems' handbooks which serve as complete operating manuals for their respective systems. System handbooks are updated and republished twice each year with Spring and Fall Editions. An official evaluation of all prior learning is issued by the "home" college as either a SOCAD or SOCNAV or BDFS Student Agreement that serves as the student's academic plan and contract for the degree. Guaranteed transfer, which is only in effect after a SOC Student Agreement has been issued, always moves back to the home college or university. For the systems to work for the servicemember-students for which they are designed, it is imperative that home institutions comply with their obligation to issue SOC Student Agreements when their students become eligible for them.

Degree Delivery Options: Within the four SOC network systems, three degree delivery options are available:

- **Traditional Delivery Option** consisting of approved curriculums normally provided through classroom-based instruction and requiring some academic residency (credits taken with the degree-granting institution, regardless of location or delivery option) for graduation.

- **Alternative Delivery Option**, an external degree option, consisting of those approved curriculums in which the member institution normally delivers instruction entirely through some type of independent study requiring some academic residency (credits taken with the degree-granting institution, regardless of location or delivery option) for graduation.

-**Learning Assessment Option** consisting of those approved curriculums that require no academic residency (credits taken with the degree-granting institution, regardless of location or delivery option) for graduation and may not provide instruction with the member instruction. The degree may be based entirely on college credits derived from evaluation of learning from other sources or transfer of credit from other institutions.

Development and Implementation of the Alternative Delivery Option: In November 1986, SOC began a process of identifying associate and bachelor degree programs offered by regionally accredited educational institutions where students were not required to come onto the college campus to participate in college work. These programs had many different descriptive titles such as "external degree programs", "independent study", and "distance learning programs." Media used for instruction included correspondence; video and /or audio cassette; learning packages and /or independent guided study with interaction with instructors via mail, telephone, electronic mail, teleconferencing; television (both public and interactive); video disc; satellite; newspaper; radio; computer-assisted instruction including use of PLATO method of delivery and personal computer courseware.

Specific institutional programs were often found to exist within college and university departments or schools of continuing education. These programs generally had been designed for the adult learner who has both the ability and the desire to engage in independent learning away from the normal environment of the academic campus. SOC's initial search began with colleges and university already identified by DANTES in its *Guide to External Degree Programs* (1986) and by Eugene Sullivan in his *Guide to External Degree Programs in the United States* (1983). Inquires were made of representatives of major national educational organizations that might be expected to shed light on independent learning/distance learning. An ERIC search was conducted. SOC files were reviewed. Experts and students in the area of self-directed learning were approached for their input relevant to the identification effort. The initial screening identified 88 colleges and university offering bachelor degree programs and 32 institutions offering associate degree programs that seemed to warrant further exploration.

Criteria used in the selection process included:

- regional accreditation;
- recognition and use of the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services in determining the valve of learning acquired in military service;
- no on-campus residency requirements either for instruction or administration;
- award of credit through the use of one or more of the nationally recognized, non-traditional learning testing programs;

- academic residency requirements for servicemembers that are no more than 25 percent of the total degree requirements and no "final year" or "final semester" academic residency requirement; and

- willingness to become part of SOC's network systems.

Although SOC institutional membership and program recognition by DANTES were noted in the selection process, these items were not used as criteria for inclusion or exclusion of prospective institutions. The likelihood of the institution's acceptance and compliance with the *SOC Principles and Criteria* was considered, however.

This selection process resulted in a SOC proposal being submitted to Headquarters, Department of the Army (HQDA) , containing the names of seven institutions offering associate degree programs and fourteen institutions offering bachelor degree programs via alternative delivery. In late July 1987, HQDA approved the proposal and requested SOC to proceed with integrating alternative delivery into the SOCAD and BDFS systems. Likewise the Navy authorized alternative delivery to be integrated into the SOCNAV system.

Formal invitations were then sent by SOC to the selected institutions for membership in the Alternative Delivery Option of SOCAD, SOCNAV and BDFS systems as appropriate. The September 1987 edition of the *SOCAD Handbook* included six institutional members in the Alternative Delivery Option (City Colleges of Chicago, Indiana Institute of Technology, Indiana University, Ohio University, Pikes Peak Community College, and Worcester Junior College). These same institutions appeared in the Fall 1987 edition of the *SOCNAV Handbook*. A supplement to the September 1987 *BDFS Handbook* included eight institutional members in the Alternative Delivery Option (American Open University of the New York Institute of Technology, Bemidji State University, City University (WA), Eckerd College, Indiana Institute of Technology, Indiana University, Liberty University, and Roger Williams College). The February 1988 edition of the *BDFS Handbook* included the Alternative Delivery Option as integral to the system and included two additional institutional members (Central Michigan University and SUNY-Empire State College).

During the summer of 1988, SOC developed a BDFS Interdisciplinary network. Seven additional institutions have been invited to join the BDFS system as part of the Alternative Delivery Option for that particular network. Also during the summer of 1988, SOCNAV-4 was developed. All ten institutions whose membership is reflected in the February 1988 *BDFS Handbook* have accepted institutional membership in SOCNAV-4 and will be part of the Alternative Delivery Option in the initial *SOCNAV-4 Handbook* (to be published in Fall 1988).

Independent Study Courses By Alternative Delivery (ISC) For SOC Network Systems: Once degree programs in the Alternative Delivery Option were made integral to the SOC network system, the SOC staff began an identification process for independent study courses that were comparable with courses already listed in SOC categories found in the transferability tables of the system handbooks. Institutional members in the traditional delivery option of SOC network systems were queried as to whether they would accept in transfer credits earned via alternative delivery. Forty-six traditional option institutional members of the SOCAD/SOCNAV-2 network systems responded that their institutions would accept in those credits. Fifteen traditional option institutional members of the BDFS system indicated a willingness to accept in transfer credits earned via alternative delivery.

An ISC data bank was established by SOC during the Spring and Summer 1988 listing independent study courses from regionally accredited institutions. In addition to institutions participating in the SOC network systems, all colleges and universities offering independent study courses in the *DANTES Independent Study Catalog* were invited to participate in this listing. Colleges and universities referenced in the *DANTES Guide to Educational Delivery Systems* (1987) were also asked to send SOC information concerning their course offerings for the purpose of possible inclusion in SOC's ISC course listing.

SOC requested its other institutional members, that could be identified as offering independent study course via distance learning, to provided information about those offerings. Only courses, deemed by SOC, to be compatible in SOC categories and which required no on-campus residency were selected for inclusion in the ISC Listing. On August 9, 1988, draft "transferability tables for independent study courses by alternative delivery," listing over 1500 courses from 69 institutions, were send to all institutional members in SOC network systems that indicated a willingness to accept credits earned via alternative delivery. After coordination is completed, this information will be included in the fall 1988 editions of the systems handbooks.

SOC Information and Assistance: Each college or university that is an institutional member of a SOC network system has a designated system representative at the local campus. This person is generally knowledgeable concerning the curriculums offered by that institution through the SOC system and the specific department or school personnel in charge of them. The names, addresses, and telephone numbers of these contact persons are specified in the systems handbooks. Specific contacts are also listed in the handbooks for each of the 69 colleges and universities with ISC courses in the ISC transferability tables. These individuals are generally quite knowledgeable about the independent study course offering by their specific institutions.

Assistance can often be available from education specialists and counselors who serve Army and Navy personnel in their respective services. If problems arise that can not be resolved at the local level, Army and Navy personnel are directed to seek a solution from their directors of education located at their higher headquarters. SOC system institutional representatives, in-service military education specialists, and even servicemembers may contact the SOC Office in Washington, DC, for information or help by calling toll free 800-368-5622.

Each year SOC and the military services conduct a series of training workshops where in-service education personnel and institutional representatives come together for formal training regarding the SOC network systems. Workshops occur regionally within the continental United States and at various locations overseas. Generally workshop attendance is at full capacity. Training workshops appear to be key in successful system implementation.

Rationale: There is considerable rationale for identifying and fully exploring educational programs, systems, courses and processes that encourage and assist soldiers/sailors in thinking and acting on their own and in concert with others. High quality independent study/distance learning degree programs appear to offer this type of encouragement and assistance. Their integration into SOCAD, SOCNAV-2; SOCNAV-4, and BDFS systems appear to be a positive step in so much as ii increases student learning opportunities. Often soldiers and sailors are not able to participate in traditionally delivered courses and programs. Alternative delivery educational programs allow students to participate while being physically at isolated military sites or on board ships around the world. Students can readily engage in this type of college degree programs at education centers, subcenters, learning centers, and/or libraries on military installations/ships both within the United States and in overseas commands. Often students can do independent study/distance learning college work in their own living quarters or at their normal workplace as time and circumstances permit. The degree serves as the extrinsic motivator. The SOCAD/SOCNAV/BDFS Student Agreement is the work plan.

Students will soon be able to participate in specific ISC courses with full expectation that credits received from successful completion of those courses will fulfill certain degree requirements as outlined in the ISC Transferability Tables to be found in the Fall 1988 SOC system handbooks. The acceptance of a common set of principles of good practice (*SOC Principles and Criteria*) gives each institutional member an operational framework and an assurance that institutional policies and procedures of other SOC colleges and universities will be reasonably fair and equitable. The development and institutionalization of "principles of good practice for external degree programs" could greatly assist SOC in its operations of the Alternative Delivery Option within each of the SOC network systems. Students and institutions alike could be look with renewed confidence that the Alternative Delivery Option is, in fact, a viable option for offering and receiving high quality education.

Conclusion: Even though the academic atmosphere of the traditional classroom with its face-to-face interpersonal contacts may be lost or lessened while participating in programs/courses by alternative delivery, the advantages for a student-servicemember to be or develop into an "autonomous learner" may outweigh that loss. SOC has developed a systematic approach to making the alternative delivery option "real" for U.S. soldiers and sailors around the world. Through affirmation and compliance to a common set of principles and criteria of good practice, an operational framework is maintained. Detailed systems development is reflected in systems handbooks that serve as operational manuals. Formal training is offered for all personnel responsible for the systems' operations.

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QUALITY AND ASSESSMENT ISSUES IN GRADUATE EDUCATION EXTERNAL DEGREE PROGRAMS

Developing Definitions of Community and Residency

By
Jules O. Pagano, D.P.A.
President, Saybrook Institute
San Francisco, California

EXTERNAL DEGREES HAVE BEEN AN IMPORTANT ELEMENT OF THE GRADUATE EDUCATION SCENE, ESPECIALLY FOR ADULTS AND STUDENTS ENROLLED IN CONTINUING EDUCATION, SINCE THE INVENTION OF THE UNIVERSITY. OVER TIME THE DOMINANT MEANS OF COMMUNICATION HAS CHANGED. HISTORICALLY, HOWEVER, THE PRIMARY MEANS OF COMMUNICATION BETWEEN STUDENTS AND FACULTY WHO ARE SEPARATED BY SPACE AND TIME HAS BEEN THROUGH THE WRITTEN OR PRINTED WORD. THIS IS STILL THE PREFERRED MEANS OF THE THOUSANDS OF EXTERNAL DEGREE LEARNERS THROUGHOUT THE UNITED STATES.

IN RECENT TIMES, DURING THE EARLY 1960'S, A GREAT DEAL OF ATTENTION WAS PAID TO TELEVISION WITH PROGRAMMED INSTRUCTION. THE 70'S BROUGHT GREATER APPLICATION OF TELEVISION TO THE PROCESS, BUT ALSO GAVE US PROGRAMMED INSTRUCTION VIA COMPUTER, ESPECIALLY THE PERSONAL COMPUTER. THE EXPERIENCES WITH PROGRAMMED INSTRUCTION TECHNIQUES HAVE GIVEN US SOPHISTICATED PRINTED STUDY GUIDES FOR USE AT THE GRADUATE LEVEL DURING THE 70'S AND 80'S.

AS WE APPROACH THE LAST DECADE OF THIS CENTURY, A VERY ECLECTIC MODEL OF EXTERNAL EDUCATION IS DEVELOPING WHICH UTILIZES

ALL OF THESE MEANS OF COMMUNICATION BETWEEN LEARNERS AND TEACHERS. THE PROGRESS OF THE RELATIONSHIP OF TECHNOLOGY TO BOTH RESIDENCY AND COMMUNITY HAS, THROUGH EXPERIENCE, RE-DEFINED THESE KEY EDUCATIONAL CONCEPTS. THE EMERGING MODEL, THEN, IS A BRINGING TOGETHER OF OUR EXPERIENCES TO RE-DEFINE, FOR THE INSTITUTION OFFERING EXTERNAL DEGREE PROGRAMS AS WELL AS FOR THE PUBLIC, JUST EXACTLY WHAT IS MEANT BY THE WORDS "COMMUNITY" AND "RESIDENCY" IN GRADUATE EDUCATION.

THE FOLLOWING, THEN, IS AN ATTEMPT TO PROVIDE A MODEL FOR AN "EXTERNAL DEGREE UNIVERSITY" OFFERING DEGREE PROGRAMS AT THE GRADUATE LEVEL....

* * * * *

EXTERNAL DEGREE UNIVERSITY
A COMMUNITY OF SCHOLARS
EDUCATIONAL MODEL

THE MISSION STATEMENT OF EXTERNAL DEGREE UNIVERSITY:

> THE BOARD OF TRUSTEES IS DEVOTED TO ESTABLISHING EXTERNAL DEGREE UNIVERSITY AS A QUALITY INSTITUTION IN SETTING STANDARDS OF SCHOLARSHIP AND PROVIDING RESOURCES FOR EDUCATION AND RESEARCH AT THE GRADUATE LEVEL.

EXTERNAL DEGREE UNIVERSITY'S EDUCATIONAL COMMUNITY:

EXTERNAL DEGREE UNIVERSITY WORKS WITH ADULT, MID-CAREER PROFESSIONALS WHO WISH TO BECOME INVOLVED AS SCHOLAR/RESEARCHERS. THESE STUDENTS, ALREADY COMMITTED TO A VARIETY OF PROFESSIONAL ROLES FOR SOME TIME, CAN NEITHER AFFORD THE TIME NOR RELATED COSTS OF ATTENDING A GRADUATE PROGRAM IN "TRADITIONAL" UNIVERSITIES. THEY ARE ALSO HIGHLY MOTIVATED SELF-STARTERS WITH SUBSTANTIAL DISCIPLINE TO MEET DEADLINES AND TO COMPLETE THE WORK THEY UNDERTAKE. THEREFORE, EXTERNAL DEGREE UNIVERSITY'S AT-A-DISTANCE FORMAT, WHERE STUDENTS WORK ONE-TO-ONE WITH PROFESSORS IN A VARIETY OF WAYS WHILE THEY CONTINUE WITH THEIR PROFESSIONS, FITS THESE STUDENTS' NEEDS QUITE WELL.

EXTERNAL DEGREE UNIVERSITY, MOREOVER, CREATES A TEACHING/LEARNING COMMUNITY IN A VARIETY OF OTHER WAYS, EACH COMPLEMENTING AND ENHANCING THE OTHER.

THE PROFESSIONAL AT-A-DISTANCE MODEL:

EXTERNAL DEGREE UNIVERSITY'S MODEL IS BEST REFLECTED BY THE AMERICAN PROFESSIONAL ASSOCIATION, WHICH ITSELF REPRESENTS AN INTERNATIONAL COMMUNITY OF SCHOLARS CONSISTING OF INDIVIDUAL PROFESSIONALS AND PROFESSIONAL ASSOCIATIONS WHO COMMUNICATE BY

CO-AUTHORING, SHARING WRITTEN MATERIAL, AND BECOMING INVOLVED OVER THE TELEPHONE, AT ANNUAL CONFERENCES AND VARIOUS INFORMAL MEETINGS.

WITH THIS MODEL IN MIND, EXTERNAL DEGREE UNIVERSITY REGARDS ITS STUDENTS AS COLLEAGUES WITH AND WITHOUT DEGREES, AS PROFESSIONALS WHO ARE ALREADY WELL-POSITIONED IN THEIR RESPECTIVE FIELDS OF ENDEAVOR. IN SHORT, EXTERNAL DEGREE UNIVERSITY ACCEPTS THE CONCEPT OF COMMUNITY WHICH IS, ACCORDING TO WEBSTER'S NINTH COLLEGIATE DICTIONARY PUBLISHED IN 1984, AS...."A UNIFIED BODY OF PERSONS OF COMMON AND ESPECIALLY PROFESSIONAL INTERESTS SCATTERED THROUGHOUT A LARGER SOCIETY."

THE CREATION OF SUCH A COMMUNITY OF SCHOLARS, THEREFORE, IS ENHANCED NOT ONLY BY THOSE PRE-PLANNED AND INTENSE GROUP SESSIONS AND FACE-TO-FACE ENCOUNTERS OF LOWER DIVISION LEARNING, BUT CONSTANT CONTACT AND INTERACTION PROVIDED BY THE TECHNICAL EXPERTISE OF CONTEMPORARY COMMUNICATION -- TRADITIONAL MAIL, TELEPHONE, ELECTRONIC MAIL, TELEVISION, AUDIO AND VIDEO CASSETTES, AND THE LIKE. THE STUDENTS OF EXTERNAL DEGREE UNIVERSITY ARE A PART OF A DYNAMIC INTELLECTUAL COMMUNITY IN WHICH THEY ARE INVOLVED WITH FACULTY AND FELLOW STUDENTS FOR A THREE- TO FIVE-YEAR PERIOD. IT IS A HIGHLY COLLABORATIVE, NON-COMPETITIVE ENVIRONMENT IN WHICH A CENTRAL CORE OF IDEAS AND UNDERSTANDING IS GENERATED. AT PERIODIC STUDENT SEMINARS, FOR EXAMPLE, FACULTY MAKE PRESENTATIONS BEFORE FELLOW-FACULTY, ADMINISTRATORS AND STUDENTS, AND STUDENTS SHARE IN THE RESULTING DIALOGUE. THESE FORMS OF COMMUNICATION ARE ESPECIALLY USEFUL AT THE DOCTORAL LEVEL WHERE ADULT, MATURE, MID-CAREER PROFESSIONALS ARE INVOLVED WHO HAVE ALREADY COMPLETED STUDIES THROUGH THE MASTER'S LEVEL. THIS CONCEPT RESPECTS THE TRADITIONAL, DIDACTIC CLASSROOM AND RESIDENCE APPROACH, WHILE ALSO EXPANDING ITS BOUNDARIES AND TIME FRAME.

THE EXTERNAL DEGREE UNIVERSITY PROCESS OF COMMUNITY AND RESIDENCE:

THE RELATIONSHIPS BETWEEN STUDENTS AND FACULTY AND STUDENTS AND STUDENTS ARE ONES OF INCREASING INTENSITY AND COLLEGIALITY. A NUMBER OF DIVERSE ACTIVITIES ARE INVOLVED IN THE PROCESS, INCLUDING A STUDENT-FACULTY PROGRAM PLANNING SESSION, ADVISOR/ADVISEE INTERACTION, COURSE ASSIGNMENTS AND EVALUATION, PERIODIC STUDENT SEMINARS, WORKSHOPS, THE WRITING OF PUBLICATION-QUALITY ESSAYS, ORAL EXAMS, INTERACTION WITH DISSERTATION COMMITTEES, AND SUBMISSION OF WORK FOR OUTSIDE REVIEWS. THESE COMPONENTS INVOLVE DIVERSE MEANS OF COMMUNICATING, RANGING FROM FACE-TO-FACE DYNAMICS TO COMPUTERIZED INTERACTION.

THE STUDENT-FACULTY PROGRAM PLANNING SESSION:

ONCE A STUDENT HAS BEEN ACCEPTED FOR STUDY AT EXTERNAL DEGREE UNIVERSITY, THERE REMAINS ONE MORE STEP IN THE PROCESS OF FINAL

ADMISSION. STUDENTS ARE REQUIRED TO ATTEND A FIVE-DAY STUDENT-FACULTY PROGRAM PLANNING SESSION. THE PURPOSES OF WHICH ARE MANY. ON THE ONE LEVEL, IT IS THE FINAL STAGE OF THE ADMISSIONS PROCESS. THE PLANNING SESSION GIVES BOTH THE APPLICANT AND THE FACULTY AN OPPORTUNITY TO DETERMINE IF THERE IS A MATCH BETWEEN THE INSTITUTION AND THE INDIVIDUAL STUDENT. THROUGH GROUP MEETINGS, AND DIDACTIC AND PROCEDURAL PRESENTATIONS BY CORE FACULTY, STUDENTS ARE EXPOSED TO THE ACADEMIC EXPECTATIONS OF EXTERNAL DEGREE UNIVERSITY. THROUGH GROUP AND INDIVIDUAL MEETINGS WITH THEIR ADVISEES, THE FACULTY ARE EXPOSED TO THE EDUCATIONAL EXPECTATIONS AND GOALS OF THE STUDENTS.

THE STUDENT-FACULTY PROGRAM PLANNING SESSION GIVES THE FACULTY AN OPPORTUNITY TO WORK WITH THEIR ADVISEES INDIVIDUALLY AND IN SMALL GROUPS TO DEVELOP A LEARNING PLAN WHICH OUTLINES THE COURSE OF STUDY FOR EACH STUDENT. ONCE THE COURSE COMPLETION RECORD IS SIGNED BY BOTH THE STUDENT AND THE FACULTY ADVISOR, THE STUDENT IS OFFICIALLY ENROLLED IN THE UNIVERSITY. THE PLAN GUIDES STUDENTS THROUGH THE REQUIRED COURSE WORK AND THE AREAS OF THEIR SPECIAL INTERESTS.

THE PLANNING SESSION GIVES FACULTY AN OPPORTUNITY TO ESTABLISH A FIRM SUPPORTIVE BOND WITH THEIR ADVISEES. MANY STUDENTS LIVE A GREAT DISTANCE FROM THE UNIVERSITY. AS THE ADVISOR WILL SERVE AS THE CENTRAL EDUCATIONAL GUIDE DURING THE PRE-CANDIDACY STAGE OF THE PROGRAM, IT IS IMPORTANT THAT THIS RELATIONSHIP BE A CLEAR

AND SUPPORTIVE ONE FOR THE STUDENT. THIS RELATIONSHIP WILL CONTINUE THROUGH LETTERS, PHONE CALLS, AND AUDIO TAPES. IT IS POSSIBLE, HOWEVER, THAT THERE WILL BE NO FURTHER FACE-TO-FACE CONTACT UNTIL THE PERIODIC STUDENT SEMINAR.

EACH STUDENT-FACULTY PROGRAM PLANNING SESSION IS ORGANIZED AND LED BY THE DEAN OF STUDENT SERVICES. ALSO IN RESIDENCE ARE FACULTY MEMBERS WHO ARE TAKING ON NEW ADVISEES THAT SEMESTER. HOWEVER, SINCE PRE-CANDIDACY STUDENTS WILL BE WORKING IN DIFFERENT COURSE AREAS, IT IS IMPORTANT FOR STUDENTS TO MEET ALL MEMBERS OF THE CORE FACULTY. CORE FACULTY MEMBERS WHO ARE NOT ADVISING NEW STUDENTS DO PARTICIPATE IN THE SESSION AT SCHEDULED TIMES TO MAKE PRESENTATIONS AND TO MEET WITH INCOMING STUDENTS.

DURING THE STUDENT-FACULTY PROGRAM PLANNING SESSION, THE REGISTRAR COLLECTS ALL SIGNED COURSE COMPLETION RECORDS AND REGISTERS STUDENTS FOR COURSE WORK IN THE FORTHCOMING SEMESTER.

THE CONCLUDING PORTION OF THE PLANNING SESSION DEALS WITH SUPPORTIVE STRATEGIES AND EVALUATION OF THE MEETING. STUDENTS AND FACULTY ALIKE BRING CLOSURE TO ISSUES AND AFFIRM ESTABLISHED RELATIONSHIPS. STUDENTS ALSO RECEIVE AND REVIEW THEIR COPY OF THE "STUDENT'S GUIDE TO SURVIVAL AT EXTERNAL DEGREE UNIVERSITY," A SPECIALLY PREPARED MANUAL WITH VALUABLE INSIGHTS AND CLUES FOR AT-A-DISTANCE STUDY.

COURSE WORK:

FOLLOWING THE STUDENT-FACULTY PROGRAM PLANNING SESSION, STUDENTS BECOME IMMEDIATELY INVOLVED IN THE COURSES IN WHICH THEY ENROLLED. COURSE MANUALS, PREPARED BY CORE FACULTY MEMBERS, GUIDE STUDENTS THROUGH A SERIES OF RIGOROUS AND SUBSTANTIAL READINGS. WORKING VIA MAIL, COMPUTER, TELEPHONE AND CASSETTES, THE STUDENT AND TEACHER REMAIN IN CONSTANT CONTACT. REQUIRED PAPERS ARE READ PROMPTLY AND RETURNED WITH COMMENTS WHICH EXPAND UPON STUDENT LEARNING AND ASSIST IN THE DEVELOPMENT OF CRITICAL THINKING AND CLEAR WRITING.

THE PERIODIC STUDENT SEMINARS:

WHILE STUDENTS WORK INDIVIDUALLY AND AT-A-DISTANCE WITH FACULTY DURING MOST OF THE YEAR, THEY ARE ALWAYS CLOSE IN TIME TO AN INTENSIVE PERIOD OF IN-PERSON INTERACTION WITH FACULTY AND FELLOW STUDENTS. THESE CONCENTRATED PERIODS ARE THE PERIODIC STUDENT SEMINARS, WHICH ARE CAREFULLY PLANNED EDUCATIONAL EVENTS IN A RESIDENTIAL SETTING. WITH THE EXCEPTION OF NEWLY ENROLLED STUDENTS WHO HAVE COMPLETED THEIR STUDENT-FACULTY PROGRAM PLANNING SESSION, STUDENTS ARE REQUIRED TO ATTEND EACH PERIODIC STUDENT SEMINAR UNTIL THEIR DISSERTATION PROPOSAL HAS BEEN ACCEPTED BY THE FACULTY, AT WHICH TIME IT IS AT THE DISCRETION OF THE STUDENT TO ATTEND OR NOT. NEW STUDENTS WHO HAVE COMPLETED THE PLANNING SESSION MUST ATTEND THE FIRST AVAILABLE STUDENT

SEMINAR, BUT DURING THE COURSE OF THEIR FIRST YEAR THEY MAY ABSENT THEMSELVES FROM ONE STUDENT SEMINAR.

THE PERIODIC STUDENT SEMINARS PROVIDE OPPORTUNITIES FOR STUDENTS TO MEET WITH FACULTY AND EXCHANGE INFORMATION ABOUT THEIR RESEARCH AND ACTIVITIES, TO PARTICIPATE IN INTENSIVE LEARNING EXPERIENCES, TO OBSERVE PRESENTATIONS ON CURRENT ISSUES IN THEIR CHOSEN FIELD OF STUDY, AND TO EXPRESS THEIR CONCERNS ABOUT THE PROGRAM. THE SETTING ENCOURAGES INFORMAL CONVERSATIONS FOR THE EXCHANGE OF RESOURCES AND INTERESTS. MANY STUDENTS ESTABLISH IMPORTANT LINKS WITH OTHERS WHOSE INTERESTS AND WORK PARALLEL THEIR OWN.

THE PERIODIC STUDENT SEMINARS ARE PRECEDED BY WEEKEND WORKSHOPS WHICH STUDENTS MAY VOLUNTARILY ATTEND. THERE ARE USUALLY TWO SUCH WORKSHOPS, AND EACH IS DEVELOPED ON THE BASIS OF RESEARCH AND RELATED STUDENT NEEDS. ALSO, STUDENTS HAVE THE OPPORTUNITY TO MEET WITH MEMBERS OF THE BOARD OF TRUSTEES AND ADMINISTRATION. THEY ALSO GENERATE CLOSE AND LASTING PROFESSIONAL AND PERSONAL RELATIONS WITH EACH OTHER, ESPECIALLY WITH THOSE LIVING IN THEIR RESPECTIVE GEOGRAPHIC AREAS.

RESEARCH AND ESSAYS:

THE PERIODIC STUDENT SEMINARS ARE SEMINAL TIMES FOR STUDENTS TO DEVELOP A SHARP FOCUS ON THEIR RESEARCH INTERESTS. THROUGHOUT

THE PRE-CANDIDACY YEARS AT EXTERNAL DEGREE UNIVERSITY. STUDENTS HAVE SEVERAL OPPORTUNITIES TO BECOME ACQUAINTED WITH A WIDE SPECTRUM OF RESEARCH METHODOLOGIES, STUDY SEVERAL OF THEM IN DEPTH, AND BEGIN TO DEVELOP RESEARCH IDEAS AND PROPOSALS IN A NUMBER OF COURSES, AS WELL AS AT THE PERIODIC STUDENT SEMINAR.

ONCE STUDENTS HAVE COMPLETED THEIR COURSE WORK, THEY ARE REQUIRED TO WRITE THREE ESSAYS IN AMERICAN PROFESSIONAL ASSOCIATION STYLE WHICH MEET THE STANDARDS OF SCHOLARLY PUBLICATIONS. EACH ESSAY IS REVIEWED BY A MEMBER OF THE FACULTY WHO ASSISTS THE STUDENT IN COMPLETING THE ESSAY. WHEN ALL THREE ESSAYS HAVE BEEN APPROVED, THE STUDENT IS READY FOR HIS OR HER ORAL QUALIFYING EXAMINATION.

HERE, AGAIN, STUDENTS BECOME DIRECTLY ENGAGED WITH FACULTY IN A PROCESS DESIGNED TO DETERMINE A STUDENT'S READINESS FOR ADVANCEMENT TO CANDIDACY. IN EFFECT, FACULTY ARE TESTING THE KNOWLEDGE ACQUIRED BY THE STUDENT THROUGHOUT THE REQUIRED AND ELECTIVE COURSE WORK, THE CLARITY OF HIS OR HER WRITTEN AND ORAL EXPOSITION, AND THE STUDENT'S KNOWLEDGE OF THE VARIOUS RESEARCH METHODOLOGIES AVAILABLE ONCE THE DISSERTATION PROCESS BEGINS. ONE OF THESE FACULTY MEMBERS IS USUALLY SELECTED BY THE STUDENT AS CHAIR OF THE DISSERTATION COMMITTEE. THE STUDENT HAS COME TO KNOW EACH OF THESE THREE FACULTY MEMBERS EXTREMELY WELL THROUGH THE PROCESS OF REVIEWING THE ESSAYS, AND SELECTS HIS OR HER

DISSERTATION CHAIR BASED ON THE FACULTY MEMBER'S EXPERTISE IN THE AREA THAT THE STUDENT WILL RESEARCH AND PRESENT IN THE DISSERTATION.

EXTERNAL DEGREE UNIVERSITY SEES ITSELF AS A RESEARCH INSTITUTION WHICH ATTEMPTS TO SIGNIFICANTLY CONTRIBUTE TO THE DEVELOPMENT OF KNOWLEDGE. NATURALLY, STUDENTS NEED TO BE WILLING TO MAKE THE KNOWLEDGE ACQUIRED THROUGH THEIR STUDIES AN INTEGRAL PART OF THEIR PROFESSIONAL LIVES. AT EXTERNAL DEGREE UNIVERSITY, PRACTITIONERS CAN BOTH ENRICH THEIR PRACTICE AND CONTRIBUTE TO THEIR DISCIPLINES BY LEARNING THE NECESSARY RESEARCH AND SCHOLARLY SKILLS.

OUR GOALS, THEN, ARE THAT OUR STUDENTS SHOULD BECOME WELL-GROUNDED IN THEIR RESPECTIVE DISCIPLINES AND THAT OUR PROGRAM PLACES THEM IN THE COMPANY OF FACULTY WHO HAVE THIS KNOWLEDGE AND WHO ARE VISIBLY CONTINUING TO LEARN. THESE FACTS ARE WHAT MAKE EXTERNAL DEGREE UNIVERSITY A GENUINE INTELLECTUAL COMMUNITY IN ALL OF OUR LEARNING MODES. WE CONSIDER MAJOR AIMS TO BE THE DEVELOPMENT OF THE SKILLS OF ANALYSIS, ORAL AND WRITTEN COMMUNICATION, AND CAREFUL REFLECTION. WE EXPECT OUR STUDENTS TO READ AND WRITE CAREFULLY, TO LISTEN WELL TO FELLOW STUDENTS AND FACULTY, TO BE ABLE TO FOLLOW AN ARGUMENT WHEREVER IT LEADS, AND TO BE UNSATISFIED WITH LESS THAN THE GREATEST CLARITY AND DEEPEST INSIGHT OF WHICH THEY ARE CAPABLE; THUS, TO DO ORIGINAL WORK AND WRITE EXEMPLARY STUDIES FOR THE ENHANCEMENT OF KNOWLEDGE.

IN SUMMATION, THE BOARD OF TRUSTEES, ADMINISTRATION, AND FACULTY BELIEVE THAT EXTERNAL DEGREE UNIVERSITY IS INDEED A COMMUNITY OF SCHOLARS WITH A CONSIDERABLE AMOUNT OF INTENSIVE RESIDENCY EXPERIENCE. OUR VARIOUS MODES ARE IN KEEPING WITH CONTEMPORARY THOUGHT ABOUT EDUCATION AND HOW IT CAN BE OFFERED IN A VARIETY OF NEWLY DEVELOPED AND APPROPRIATE MEANS. THE EDUCATIONAL PROGRAM IS ALSO VERY STRONGLY IN KEEPING WITH THE URGENT REQUESTS OF THE FEDERALLY SPONSORED FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION (FIPSE) WHICH URGES HIGHER EDUCATIONAL INSTITUTIONS TO ADAPT TO NEW METHODOLOGIES OF DELIVERING EDUCATION TO A VARIETY OF LOCATIONS AND TO PROVIDE ACCESS FOR THE GREATEST POSSIBLE DIVERSITY OF ADULTS.

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DOES THIS MODEL OF AN EXTERNAL DEGREE UNIVERSITY ANSWER THE QUESTION OF ACCESS: IF FLEXIBILITY AND VALUE IDENTIFICATION WITH THE ADULT POPULATION IS THE CRITERIA, THEN I BELIEVE WE HAVE A GOOD MATCH. TO SUPPORT THE VIABILITY OF THE EXTERNAL DEGREE FOR THE 1990'S, I WOULD SUGGEST EXAMINING THE RESEARCH THAT IS EXPRESSED IN SUCH BOOKS AS *WHY WORK: LEADING A NEW GENERATION*, BY SOCIOLOGIST MICHAEL JACOBY, THE RESEARCH OF DR. SUSAN E. BERRYMAN, DIRECTOR OF THE NATIONAL CENTER OF EDUCATION, WHO, IN HER WORK, *BREAKING OUT OF THE CIRCLE*, CHALLENGES US TO RETHINK

THE EDUCATIONAL PROCESS OF TRADITIONAL SCHOOLS, COLLEGES, AND TECHNICAL INSTITUTES, AND THE RESEARCH OF SHOSHANA ZUBOFF, WHO, IN HER BOOK, IN THE AGE OF THE SMART MACHINE, ADDRESSES THE EFFECTS OF SPACE AND TIME AND TECHNOLOGY ON THE DEVELOPING WORKPLACE.

NOW, TO THE QUESTION OF QUALITY: GIVEN THE ECLECTIC MODEL I HAVE JUST PRESENTED, ONE THAT MEETS THE BRITISH CRITERION OF "MUDDLING THROUGH" IN TIMES OF CRISIS, AT THIS MOMENT IN HISTORY AS WE FACE THE JUDGMENTS OF REALITY AND SURVIVAL IN THE GRADUATE EDUCATION MARKETPLACE, I ASK YOU TO LET THE MODEL ADDRESS FOR ITSELF THE QUESTION OF QUALITY AS ARTICULATED BY THE REGIONAL ACCREDITATION AGENCIES. I DISMISS THE PROFESSIONAL ASSOCIATIONS, FOR EXAMPLE, THE HYPOTHETICAL "AMERICAN PROFESSIONAL ASSOCIATION," AS ONE OF DE TOQUEVILLE'S "VOLUNTARY ASSOCIATIONS THAT LAG AND DRAG RATHER THAN LEAD AND CHALLENGE." BUT, QUICKLY, LET US LOOK AT WHAT ACCREDITATION MEANS: WHAT ARE THE STANDARDS THAT ARE REQUIRED FOR ACCREDITING AN INSTITUTION OF HIGHER EDUCATION? FOR AN INSTITUTION TO RECEIVE ACCREDITATION, IT HAS GONE THROUGH A PROCEDURE NOT UNLIKE THE FOLLOWING ONE TAKEN FROM THE HANDBOOK OF ACCREDITATION OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, AND I QUOTE:

> THE STATUS OF ACCREDITATION INDICATES THAT AN INSTITUTION HAS MET COMMISSION STANDARDS. IN SO DOING, THE INSTITUTION HAS:

1. UNDERGONE A PERIOD OF INTENSIVE AND COMPREHENSIVE SELF STUDY FOLLOWED BY AN ON-SITE EVALUATION OF INSTITUTIONAL PERFORMANCE;

2. DEMONSTRATED THAT IT OPERATES AT A SATISFACTORY LEVEL OF QUALITY IN ITS EDUCATIONAL PROGRAMS CONSISTENT WITH ITS STATED PURPOSES AND CONSISTENT WITH COMMISSION STANDARDS;

3. DEMONSTRATED THE AVAILIBILITY OF SUFFICIENT RESOURCES TO SUPPORT EXISTING AND PLANNED ACTIVITIES AT A SATISFACTORY LEVEL OF QUALITY, AND OFFERED REASONABLE GROUNDS FOR BELIEF THAT THERE WILL CONTINUE TO BE ADEQUATE RESOURCES IN THE FUTURE; AND

4. COMMITTED ITSELF TO INSTITUTIONAL IMPROVEMENT, PERIODIC SELF-EVALUATION, AND CONTINUING COMPLIANCE WITH ALL COMMISSION STANDARDS, POLICIES, PROCEDURES, AND DECISIONS.

ACCREDITATION IS ATTAINED BY THE PROCESS OF EVALUATION OF AN ENTIRE INSTITUTION AND CONTINUES UNTIL FORMALLY WITHDRAWN. IT IS SUBJECT, HOWEVER, TO PERIODIC REVIEW AND TO CONDITIONS AS DETERMINED BY THE COMMISSION.

WHAT I SUGGEST IS THAT THERE HAS BEEN A COMING OF AGE AND AN ACCEPTANCE REGARDLESS OF THE CONVENTIONAL WISDOM THAT STILL CHALLENGES EXTERNAL DEGREE EDUCATION IN THE CONVENTIONS OF PROFESSIONAL ASSOCIATIONS IN HOTEL BALLROOMS, THAT THE GRADUATE EXTERNAL DEGREE PROGRAMS IN THE UNITED STATES HAVE INDEED DEMONSTRATED THAT THEY MEET THE STANDARDS OF QUALITY, THAT THEY MEET THE NEEDS OF ACCESSIBILITY, AND THAT THEY MEET THE NEEDS OF AMERICA'S CHANGING WORKPLACE AND WORKFORCE. WHAT IS LEFT FOR US TO WATCH AND WONDER ABOUT IS THE CONTRIBUTION THAT IS BEING MADE AND WILL BE MADE BY THE ALUMNI OF THE EXTERNAL DEGREE INSTITUTIONS. AND, FRANKLY, IT IS ONLY BECAUSE THE MODERN EXTERNAL DEGREE MODE HAS BEEN AROUND FOR A SHORT WHILE THAT WE ARE WONDERING AT ALL.

34

MODEL POLICY ON AWARDING CREDIT FOR EXTRAINSTITUTIONAL LEARNING

American Council on Education
The Center for Adult Learning and Educational Credentials
Washington, DC

Extrainstitutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary education institutions. The term applies to learning acquired from work and life experiences. independent reading and study. the mass media. and participation in formal courses sponsored by associations. business. government. industry. the military and unions.

I. EXAMPLE STATEMENT OF GENERAL POLICY

Degree credit shall be awarded for postsecondary-level extrainstitutional learning. Such credit awards shall be made under protocols designed to assure that reliable and valid measures of learning outcomes are or have been applied.

Rationale

Adult students are demanding that their learning acquired in extrainstitutional settings be assessed and that appropriate degree-related credit be awarded. This is a reasonable request and also one in keeping with the national interest. Full and effective use of all educational resources is a worthy educational and social goal. Achieving this goal will depend to a large extent on providing equitable recognition for extrainstitutional learning.

American society abounds in resources for learning at the postsecondary level. Postsecondary education institutions legally authorized and accredited to award degrees and other educational credentials accordingly have a special responsibility to assess extrainstitutional learning as part of their credentialing function.

Educational credentials have a significant bearing on the economic. professional. and social status of the individual. It follows that social equity requires that equivalent learning regardless of where and how it is achieved be incorporated into the system of rewards for learning and competency. Recognition encourages learning and contributes to teaching effectiveness. Teaching students what they already know is both stultifying to them and wasteful of educational and personal resources.

Through reliable and valid assessment of extrainstitutional learning. more persons can be enabled to enter college and work successfully toward degrees and other academic goals. Many of these individuals are those who have been educationally disadvantaged in the past.

II. EXAMPLE POLICY FOR ADMINISTRATIVE RESPONSIBILITY

Responsibility for administering policies and procedures for awarding credit for extrainstitutional learning rests with the Academic Vice President (or other designated senior academic official).

Rationale

Awarding credit is an academic matter. Therefore. administrative responsibility for the policies and procedures pertaining to awarding credit for extrainstitu- tional learning should be assigned to the institution's senior academic official. Policy implementation and application may be delegated to other institutional officials such as deans. department chairpersons. and registrars. However. oversight of their policy implementation and application is performed by a senior academic official.

Example of Application of the Policy

The academic vice president delegates to the institutional registrar the responsibility for transcripting credit awarded on the basis of recommendations in the ACE Guides (The policy was approved through the institution's usual governance procedures.) and provides the registrar with guidelines for performing this responsibility. Included in the guidelines are a series of steps to follow in determining how to apply the ACE credit recommended for a course whose title is not the same as the title of any course offered by the institution.

The ACE guide recommends 3 semester hours in automotive maintenance, but the institution's courses are more specific and carry titles such as Tune-Up I, Auto Brakes, and Automatic Transmission I. In accordance with the guidelines, the registrar compares course descriptions in the institution's catalog with the course description in the *Guide*, finds that the learning outcomes acquired through Tune-Up I match very closely the learning outcomes acquired through the military's automotive maintenance course, and transcripts 3 semester hours in Tune-Up I.

III. EXAMPLE POLICY ON LEARNING THAT WILL BE EVALUATED AND WHO WILL CONDUCT THE EVALUATIONS

Extrainstitutional learning related to subject areas, courses and programs of study will be evaluated for registered students. Established institutional evaluation procedures will be followed, using one or more of the authorized publications and methods for effecting assessment. Students of any age may apply for credit for extrainstitutional learning at any time during a period of enrollment.

Rationale

The learning that is evaluated must be in subject areas in which faculty expertise is available or in which expertise can be arranged. This expertise is essential for conducting evaluations and making credit-award decisions. If subject-matter experts do not conduct the evaluations and make the decisions, the credibility of the activity is suspect.

While the great majority of students requesting credit for extrainstitutional learning will be of relatively mature years, it is possible that "young students" may have acquired learning in extrainstitutional settings. Providing a student can document the attainment of appropriate learning outcomes, he or she should receive credit regardless of age. While most applications for award of extrainstitutional learning credit will be received at the time of enrollment from new students, it is possible that students already enrolled may realize that they, too, have extrainstitutional learning experiences that might qualify for credit awards. It is also possible that enrolled students, especially those who are employed, will continue to learn in noncollegiate settings, and will want their learning assessed. Student initiatives with respect to extrainstitu- tional learning assessment shall not be limited or restricted to the initial term of enrollment.

Example of Application of the Policy

A 19-year old student has been enrolled at Local College for two years and is about to enter her junior year. At the time of enrollment, it did not occur to her that the foreign language requirement might be satisfied with a language other than one of those taught at

37

the institution. This student's parents were refugees from Hungary who entered the United States in 1958. The Hungarian language is spoken in the home and the student speaks the language fluently. The student is able to document to the satisfaction of the institution's language faculty. through evaluation done by a person in the community fluent in Hungarian. that she is. indeed. proficient in Hungarian. She received 6 credits in Hungarian that satisfy the foreign language requirement for the bachelor's degree.

IV. PUBLICATIONS AND METHODS RECOMMENDED FOR USE IN AWARDING CREDIT FOR EXTRAINSTITUTIONAL LEARNING

Nine publications and methods are permitted for use in awarding credit for extrainstitutional learning. These publications and methods are: (1) ACE *Guide to the Evaluation of Educational Experiences in the Armed Forces.* (2) ACE *National Guide to Educational Credit for Training Programs.* (3) ACE *Guide to Credit By Examination.* (4) New York Regents *Guide to Educational Programs in Noncollegiate Organizations.* (5) College Entrance Examination Board Advanced Placement Program (CEEB/AP). (6) Department challenge examinations and/or faculty end-of-course examinations. (7) Degree-relevant extrainstitutional learning credit awarded and transcripted by other accredited institutions. as well as that credit transcripted by ACE on the Army/ACE Registry Transcript System (AARTS) and the Registry of Credit Recommendations (ROCR). (8) Subject-matter experts who are not members of the institution's faculty but who evaluate extrainstitutional learning at the faculty's request. and (9) individual portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.

In addition. advice on using other publications and methods for awarding credit for extrainstitutional learning may be sought from the American Council on Education.

Rationale

For nearly 40 years. the *Guide to the Evaluation of Educational Experiences in the Armed Services* has been the standard reference work for recognizing learning acquired in the military. More recently the *National Guide to Educational Credit for Training Programs* and the *Guide to Credit By Examination* have attained similar stature. ACE has worked cooperatively with the Department of Defense. the armed services. business. industry. labor unions. and other organizations providing education and training. and test publishers. as well as with accredited colleges and universities in developing the credit recommenda- tions presented in the *Guide* series. All recommendations carried are the result of careful and periodic review by evaluation teams that consist of university and college faculty members who are subject-matter experts. All evaluation teams work under policies and procedures approved by the ACE Commission on Educational Credit and Credentials and under protocols and supervision provided by the staff of the ACE Center for Adult Learning and Educational Credentials.

The policies and procedures used to develop the exhibits in the New York Regents *Guide to Educational Programs in Noncollegiate Organizations* are similar to those used by the American Council on Education.

The CEEB/AP program permits high school students to demonstrate the attainment of college-level learning outcomes: the important factor is that learning outcomes are attained. not where the learning took place (in a high school) or who taught the course (usually a high school teacher).

The practice of administering departmental or individual faculty member challenge examinations or end-of-course examinations is long-standing and permits the faculty members to make direct judgements about the equivalence of learning for specific courses.

Credit transcripted on the basis of extrainstitutional learning should be treated the same as that transcripted for courses: in both instances the faculty of the sending institution has attested to the student's attainment of required learning outcomes. Credit transcripted on ACE's Army/ACE Registry Transcript System (AARTS) and Registry of Credit Recommendations (ROCR) for the Army component of the Military Evaluations Program and participants in the Program on Noncollegiate Sponsored Instruction (PONSI) should also be treated as that transcripted for courses: in these instances. teams of faculty members from accredited colleges and universities have evaluated the learning and judged its equivalence to learning acquired on campuses.

Sometimes the expertise to evaluate extrainstitutional learning is not available on the faculty: in these instances. the faculty can designate an expert to conduct the evaluation. Criteria for selection of "outside" experts should be established.

The portfolio assessment guidelines promulgated by CAEL are widely accepted by faculty assessors and are considered exemplary. The portfolio provides a reliable method for evaluating learning outcomes acquired individually. as opposed to a set of learning outcomes acquired by large numbers of persons. such as through a course offered by the U.S. Army for soldiers.

Example of Application of the Policy

A student (soldier). upon entering Local College. provides an AARTS transcript that confirms completion of a course entitled "Advanced Geodetic Surveyor" at the Engineer School. Ft. Belvoir. Virgnia. in October 1981. while holding the rank of sergeant in the U.S. Army. Information on the transcript and in the ACE *Guide to the Evaluation of Educational Experiences in the Armed Services* indicates that the soldier completed this course when it was taught at Ft. Belvoir between January 1977 and November 1983. Its objectives were to train warrant officers and senior noncommissioned officers in advanced geodetic survey techniques. The course was delivered by means of lectures and practical exercises in advanced geodetic surveying techniques including map compiling. vertical and horizontal control surveys. gravity . astronomic observations. and mathematics. The *Guide* recommends that a college or university award 6 semester hours in geodesy at the upper division baccalaureate level: this recommendation also appears on the AARTS transcript. After review of this recommendation. Local College awards this student 6 semester hours of credit in geodesy toward completion of a planned major in mathematics.

V. EXAMPLE POLICY ON MAXIMUM NUMBER OF CREDITS THAT MAY BE AWARDED FOR EXTRAINSTITUTIONAL LEARNING

The maximum number of credits that may be awarded for extrainstitutional learning is three-fourths the number required for a degree.

Rationale

Most postsecondary education institutions have a requirement that stipulates that a minimum of one-fourth of the credits required for a degree must be earned in residence. The balance of the required credits. then. could be awarded on the basis of extrainstitutional learning. However. the credits awarded for extrainstitutional learning and those earned in residence would have to satisfy all degree requirements before a degree could be awarded. In the absence of a residency requirement. all degree requirements conceivably could be met through extrainstitutional learning.

Example of Application of the Policy

John Smith is a newly registered student at Local College. He is a financial vice president of a major U.S. corporation. CPA. and licensed realtor: he is fluent in three foreign languages — German. French. and Spanish: he has published seven articles in domestic and foreign journals and has contributed chapters in two books on international economics: he is knowledgeable about foreign countries and cultures as a result of having lived abroad for eleven years: and he is proficient in computer programming (COBOL and FORTRAN).

On the basis of Mr. Smith's demonstrated knowledge. skills. and competencies. the faculty awarded him 106 credits. The college requires 124 credits for a degree and has a 24 credit residency requirement. Therefore. Mr. Smith must earn 24 credits in residence. What courses does he take to earn 24 credits? His academic advisers decided. and Mr. Smith concurred. that he lacked knowledge about the environment. a special focus and thrust of the college's general education requirement. He took courses to satisfy this requirement and was awarded a degree.

VI. EXAMPLE POLICY ON RECORDING CREDITS AWARDED FOR EXTRAINSTITUTIONAL LEARNING ON TRANSCRIPTS

The credit awarded for extrainstitutional learning shall be transcripted in the same manner as credits awarded for course completions.

Rationale

The faculty members have either evaluated the learning or approved the other means by which credit can be awarded. They have verified that learning has occurred and is equivalent to the learning acquired in their courses and programs. Therefore. special notation or differentiation of courses and credits awarded on the basis of extrainstitutional learning is unnecessary.

Example of the Application of the Policy

Examples of the way in which Mr. Smith's credit was transcripted are:

Accounting 261	-	Financial Information Systems - 3 semester hours
Accounting 360	-	Financial Reporting Theory and Practice - 3 semester hours
Computer Science 251	-	Principles of Programming - FORTRAN - 4 semester hours
Computer Science 252	-	Principles of Programming - COBOL - 4 semester hours
German 101	-	Elementary German - 4 semester hours
German 201	-	Intermediate German - 4 semester hours
German 309	-	Advanced Conversation - 3 semester hours

VI. EXAMPLE POLICY ON RETENTION OF THE DOCUMENTATION OF EXTRAINSTITUTIONAL LEARNING

Documents used to verify the award of credit for extrainstitutional learning shall be retained for one calendar year.

Rationale

The length of time documentation for the credits awarded for extrainstitutional learning shall be retained should be consistent with the length of time documentation for credits awarded for classroom learning are retained. Consistency facilitates equitable handling of student documents and represents sound recordkeeping practices.

Example of Application of the Policy

Local College keeps students' final exams on file for one calendar year. after which they are shredded. Mr. Smith's documentation — copies of articles and chapters he authored. copies of his computer programs. notes and summaries of inteviews faculty members had with him. etc. — were kept on file for one calendar year and were then shredded.

VIII. STUDENT FEES FOR ASSESSING EXTRAINSTITUTIONAL LEARNING

A fee for the assessment of extrainstitutional learning shall be charged.

Rationale

Assessing extrainstitutional learning. transcripting the credits awarded. etc.. are valuable services to students. These services require faculty and staff time. Students. should. therefore. pay a fee for these services just as they pay fees for other institutional services.

Example of Application of the Policy

The fee for assessing extrainstitutional learning and transcripting the results at local college is based on its average hourly salaries for various faculty ranks (assistant professor, professor, etc.) and administrative positions plus the costs for benefits and administrative services which are computed as percentages of salaries. the average hourly salaries are multiplied by the amount of time spent in performing the evaluation and administrative functions, rounded up to the half-hour. The fee for assessing Mr. Smith's extrainstitutional learning and transcripting the results was $880.

IX. EXAMPLE POLICY ON OVERSIGHT OF THE "PROGRAM"/ACTIVITY

An oversight committee, broadly representative of the institution's divisions/departments, shall be appointed (by the "program" administrator or through the institution's usual means of appointing committees). The major function of this committee is to review the credit award decisions to assure consistency across the institution.

Rationale

To protect the integrity and credibility of the activity, consistency is absolutely necessary. If either the faculty or the students perceive that credit awards are made capriciously, their confidence in the activity will be lost. When this occurs, the activity will no longer be viable.

Example Application of the Policy

The Oversight Committee detected that, when a faculty evaluation team for portfolio assessment was comprised of three specific faculty members, the credit awards seemed overly "generous." The Oversight Committee recommended to the administrator that these three faculty members not comprise a team. The administrator discussed the credit-award information with the three faculty members, and they agreed with the Oversight Committee's recommendation, which was then implemented.

X. EXAMPLE POLICY ON "PROGRAM" EVALUATION

The "Program" for assessing extrainstitutional learning shall be evaluated on an annual basis by the academic vice-president or his designee(s).

Rationale

It is sound administrative practice to evaluate "programs" on a regular basis to determine if "program" objectives are being met. It is especially important to evaluate new "programs" so that problems are detected early on and changes can be made, if necessary. Evaluation should probably be done jointly by "program" staff and the staff of the Office of Institutional Research.

Example of Application of the Policy

At Local College. responsibility for "program" evaluation is assigned to the Office of Institutional Research. but the Office involves the "program" staff. "Program" evaluation includes but is not limited to. an indepth look at the academic performance of students who have received credit for extrainstitutional learning. Recent data showed that their overall performance. in terms of GPA. was higher than that of the student body as a whole: the average number of credits carried each semester was equivalent to the average number carried by the student body as a whole: they were enrolled in all academic departments of the college. etc. Credit awards were examined by age categories and by assessment instrument used. This information was useful to the college faculty and administrators in deciding to continue the "program."

A MODEL FOR GRADUATE EDUCATION IN MINISTRY BY EXTENSION: THE LOYOLA INSTITUTE FOR MINISTRY EXTENSION PROGRAM

By

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INTRODUCTION

Beginnings

In the late 1970's, Roman Catholic bishops from several rural diocese in Louisiana and Mississippi approached Loyola University with a request to develop a master's degree program in religious education and pastoral ministry for people who work at both diocesan and parish levels. While interest was strong among lay people to become more fully involved in ministry and assume leadership roles in the local church, few were adequately prepared for the task. As with other areas of the country, the South was experiencing a decrease in the number of clergy and religious which added to the impetus for lay leadership development. The educational need was clear. The constraint, however, was that persons who were likely candidates for such a program generally could not leave their current positions or take educational leave to pursue Loyola's 36-hour master's degree programs in religious education and pastoral ministry. Family responsibilities often made the 4-year summer's only format impossible as well. Loyola University would have to come to them.

As a follow-up to the bishops' call for assistance, the Loyola Institute for Ministry (then titled the Catechetical and Pastoral Institute of Loyola) invited diocesan directors of religious education to meet with its faculty and discuss their educational concerns. The directors were unanimous in their request that Loyola initiate an extension program through which students could pursue a master's degree while working in their home dioceses. Loyola at that time committed its resources to meeting the request.

Program Parameters

Along with the practical and geographic issues, a second set of criteria having to do with the specific character of the proposed program defined its parameters. A Committee for the Future comprised of faculty and staff from the broader Loyola community as well as religious educators and ministry professionals met to evaluate current on-campus offerings and to set a direction for future Institute programming, including the new extension program. Their consensus was that educational programs for ministry professionals should meet the following guidelines:

1. Combine both theoretical and practical learnings;
2. Equip students with information, analytic competence, and practical skills;
3. Be grounded in theological, religious, and pastoral research;
4. Be interdisciplinary in context and orientation;

5. Take seriously the adult, professional character of prospective students;

6. Address ecumenical and interfaith issues.

The Loyola Institute for Ministry extension program (LIMEX) was thus to have a broad range of content while employing educational methodologies that drew upon adult experience and interests. An important consensus of the group was that education for ministry should take place in a community setting and, therefore, should not be studied independently.

THE LIMEX PROGRAM DESIGN AND CURRICULUM

Drawing upon the experiences of other extension programs, notably the Education for Ministry program developed by Charles Winters at University of the South, the Institute's faculty and staff set out to design a unique response to the educational needs presented. A ten-course extension program was designed to lead to a master of religious education (MRE) or a master of pastoral studies (MPS) degree. Primarily Roman Catholic in nature and ecumenically oriented, the program is based upon the theological method of Bernard Lonergan, S.J. and others who begin theological reflection with the individual's life experience and bring that experience into dialogue with the rich theological tradition of their Judeo-Christian heritage. A main component of the program is that learning takes place within a group setting of 10 to 15 learners rather than through a more isolated independent study. Thus, community building and communication skills development are ongoing components of the program.

The first six courses of the program are theological in nature, while the seventh through ninth courses primarily draw from the social sciences. The capstone course, "Synthesis Seminar" is designed to provide students with an opportunity to reflect critically on their specific ministries in light of course work and independent research. Courses are taken in sequential order with the learning group staying intact throughout the duration of the program. The ten courses (30-credit-hours) comprising the program are listed below:

1. Ministry in Contexts: A Methodological Introduction introduces students to a method of critical reflection based on the work of Bernard Lonergan, S.J. Students are invited to reflect upon their own ministries in light of their current understanding of the Christian tradition, their culture, the institution or organization in which they work in ministry, and their own personal experience.
2. The Jewish Roots of Christian Faith explores the religious heritage of ancient Israel, largely through reference to its sacred writings and through current scripture scholarship and archaeological research.
3. Christian Origins: An Exploration of the New Testament focuses on the faith experience of early Christian communities as recorded and interpreted in major New Testament documents.
4. Grace and Christ reviews major historical developments in Christology and the theology of grace, with

major emphasis given to the theology of Karl Rahner.

5. Church, Ministry, and Sacraments presents an historical overview of ecclesiology and guides students through a theological reflection on ministry and sacraments.

6. Morality and Ethics provides students with a history of Christian methodologies in ethical decision-making, particularly focusing on the Catholic tradition, and reviews the rationale for traditional moral norms.

7. The Cultural Context of Ministry introduces students to a broad spectrum of cultural analytical methods based on a variety of disciplines. Students reflect particularly on the impact of culture on their own lives and on their relationships to others of different cultural backgrounds.

8. The Personal Context of Ministry focuses on common patterns of psychological and faith development and invites students to reflect upon their own journeys. Students also explore their personal spirituality and communication skills.

9. The Institutional Context of Ministry offers students methods for understanding organizational dynamics, using their own ministry site as a focus for study. Organizational development methods are also reviewed.

10. Synthesis Seminar provides students with the opportunity to reflect critically on their specific ministries in light of all preceding course work.

In addition to this 30-credit-hour common curriculum, students engage in independent research, and complete specialized readings and assignments related to their specific ministry or religious education focus. In the closing courses of the program, research findings are periodically discussed with other participants and are more thoroughly explored in the capstone course, "Synthesis Seminar."

FOUNDATIONAL PRINCIPLES

Two foundational principles guided the formation of LIMEX: (1) the learner is central in the educational process, and (2) ministry always takes place in a context.

An Educational Principle

Primarily emanating from a Deweyan-type educational philosophy applied to the adult learner in higher education, the first principle calls for a balance between personal experience and subject matter in educational methodology.1 Three key elements flow from this principle: an appreciation of experience as a linchpin in the learning process, the value of critical reflection, and the social dynamics of education.

Experience and Learning

In higher education settings, there is an ever present danger of devaluing practice, or personal experience, in deference to theory. Theory-dominated epistemologies emphasize theory over practice, ideas over action, content over method and make higher education vulnerable to the charge of engaging in an ivory tower type of education. The LIMEX educational approach is designed to avoid such an uneven view of learning.

LIMEX learning designs highly encourage students to value their experience as a source of meaning and knowledge and to place their experience in dialogue with subject matter presented in the curriculum. The educational process is thus understood as experience meeting experience, since subject matter is generated from the experience and reflection of the theologians, philosophers, ministers, researchers, and educators presented in the curriculum. Students, therefore, are challenged to value both sides of the experiential continuum--personal experience and professional practice; and the corporate experience and reflection offered in subject matter presented in the curriculum.

Critical Reflection

Even as adult learners (average age 42) and professionally experienced ministers and educators, LIMEX students often find it difficult to value their experience. Reasons for such reticence stem from feelings of inadequacy in professional practice. But, they also frequently arise from students' inability to reflect critically on their experience as religious educators or pastoral ministers. Consequently, students are introduced to a critical method of reflection in their first LIMEX course.

The philosophy of Bernard Lonergan, underpins the critical method employed by students in the program.2 Lonergan describes four levels of consciousness which culminate in knowledge and belief: experiencing, understanding, judging, and deciding. If viewed as a meta-method, it provides a framework to evaluate critically experience on four different levels. First, it forces students to be attentive to their experience. Second, it asks them to surface a personal understanding of their experience, a personal interpretation. Third, it promotes a judging or testing of their personal interpretation against other interpretations found in religious and cultural tradition. Fourth, it invites a decision by engaging in a dialectical decision-making process. In short, this method promotes four imperatives: to be attentive to experience, to be intelligent in understandings, to be reasonable in judgments, and to be responsible in decisions.

This critical method generates an action/reflection educational methodology used in the LIMEX program. Often termed as praxis or critical reflection on practice, this methodology puts theory and practice in dialectical tension.3 An action/reflection methodology respects knowledge contained in both practice and theory. In using this methodology, students critically reflect on their experience and professional practice in light of program learnings. The intended outcome of this process is the enablement of a well articulated praxis in religious education or pastoral ministry.

Social Dynamics of Education

Fundamental to the LIMEX educational approach is the notion that learning is not solely an independent activity. For the adult learner in particular, the sharing of interpretations of similar experience and insights on professional practice in a group setting results in clarification and deepening of insights, and often unlocks creative impulses and motivations. The LIMEX learning group led by a trained facilitator fosters such creativity in an atmosphere of trust that develops over the four-year period in which the group is together.

The LIMEX educational approach also fosters a holistic sense of personal development. Videotape presentations in most learning group class sessions evoke a sense of the aesthetic or symbolic in subject matter and group process. Self-awareness is promoted throughout the curriculum through self and peer critique. Communication skills are introduced early in the program and are evaluated after each course. Faith development is studied as a field in one course, but group process and the learning group itself also provide support for the faith development of its members.

Two educational implications arise from LIMEX's emphasis on group process. First, critical reflection and educational problem-raising and problem-solving are best done in a group setting. The fairly high degree of trust present in the learning group encourages students to articulate personal interpretations of subject matter and personal experience for critique by other group members. The facilitator insures the process by keeping the group focused on the issues raised in the Loyola-prepared learning design. Students insure the group process by signing a learning contract in which they agree to challenge each other in an appropriate way. Thus, the learning group structure serves as a problem-raising and problem-solving laboratory for highly motivated adults.

A second implication of the LIMEX emphasis on group process is the promotion of collaboration as an educational process.

In most learning groups, there is an air of freedom not present in their jobs or personal lives which encourages participants to experiment and to theorize from experience with colleagues. The LIMEX laboratory atmosphere is necessarily limited by the time parameters of the degree program (four years). But, a hopeful outcome of LIMEX will be continued professional collaboration in other settings. Before leaving the program students are encouraged to articulate how they plan to continue their learning and development with colleagues, professional associations, and other religious and cultural resources. In other words, LIMEX promotes networking as both a social activity providing personal support and an educational activity providing opportunities for problem-raising and problem-solving.

A Theological Principle

The LIMEX foundational principle, "Ministry always takes place in a context," basically is a theological principle. It asserts that ministry is rooted in baptism, not in holy orders. It affirms that the nature of ministry is service to others and that effective service has to be contextual. The principle promotes ministry as service in the kingdom of God and asserts that the kingdom of God is broader than specific church communities.

The LIMEX curriculum is designed such that students critically engage four sources of reflection: christian tradition, cultural analysis, personal experience, and institutional analysis. A key to the curriculum design and to ministry in general is that these poles of reflection should be interrelated, rather than separate. Christian tradition has little meaning if it is not made relevant to culture in general, to institutions in particular, and to the personal development of individuals.

A primary goal of the curriculum, therefore, is to enable ministers to know better the communities and people they serve. Ministry has two primary arenas, each with its own tone and language: ecclesial (church-centered) and kingdom (secular-centered). Ecclesial ministry emphasizes the nurturing aspects of religious community--the church gathered. Its language and symbols are theological and explicitly religious. Kingdom ministry (the church sent) emphasizes service to the myriad of communities and situations outside explicitly religious church communities. Kingdom ministry is serving others in the world at large, in the "kingdom of God." Its focus is to bring a transforming message of peace, justice, and healing to people in the general culture. Its language and symbols are those of a multitude of cultural institutions: business, health care, government, general education, and so forth.

Church communities need to attend to these oscillating ministerial movements of gathering and sending in order to remain vibrant and growing, with each critiquing the other in light of the imperative of service in the kingdom of God. Ordained and non-ordained ministers, therefore, need to appreciate the focus and language of the various contexts in which they minister. The LIMEX program with its four-polar model of reflection and dialogical and collaborative group process seeks to provide an educational framework for such growth to happen.

PROGRAM DELIVERY

The establishment and ongoing delivery of the LIMEX program is a highly cooperative venture between a sponsoring diocese or other institution and the Loyola Institute for Ministry. It takes a fairly extended period of time, averaging six months to a year, to establish the LIMEX program in a sponsoring diocese. The graduate nature of the program with its intensity, rigor, and extended time commitment are emphasized in discussions with the inquiring institution. The proper state educational authorization is obtained, and other types of certifications are attended to as well.

Sponsoring agencies sign an agreement with Loyola stating that they will provide a professional library for students that minimally will contain the books specified in each course bibliography and provide student access to local college and theological libraries. A sponsoring agency liaison administrator is appointed to supervise library arrangements, to provide other educational resources for learning groups, to organize information evenings for prospective students about the nature of the program, and to manage on-site administrative issues. Ongoing telephone and on-site consultation is provided to liaison administrators by the Institute faculty and staff. The Institute Assistant Director for Administration acts as a resource and otherwise interacts with liaison administrators.

Learning Groups and Facilitators

The liaison administrator is also responsible for recruiting and recommending facilitator candidates who will guide the learning groups through their three-hour weekly meetings. Facilitator candidates who are recommended to the Institute submit an application for training which is evaluated on the basis of educational background, experience in group facilitation, and answers to situational dilemmas related to group processes. Those candidates who are accepted then participate in a five-day facilitator training program conducted by a LIMEX faculty member, the Assistant Director for Training, during which time their facilitation skills are further evaluated. Certification is contingent upon successful completion of the training program. A three-day follow-up training session occurs mid-way through the program. The Assistant Director for Training supervises and consults with program facilitators.

Once a facilitator is certified, he or she may lead a learning group throughout the ten-course program. Each course consists of 10 three-hour meetings which are highly structured by the Loyola faculty and consultants who developed the course. A typical session usually involves small group and large group discussion time, a videotape which supplements the reading assignment, and structured exercises. The facilitator prepares each session based on the course Facilitator's Manual which outlines the objectives of the session, the timelines for each activity, suggested discussion questions, and explanations for structured exercises and other session segments.

While the facilitator's role is one of initiating the structure and guiding the process of each session, students share in the responsibility of maintaining quality group interactions. Students learn group process skills early in the first course and are invited to co-facilitate in the sense of keeping the group on task and giving appropriate feedback to other group members. Facilitators are likewise considered co-participants and are expected to enter into discussions and group exercises. Learning designs for sessions often provide time for analysis of the process and structured peer feedback.

Initial evaluation of the learning group model by a team of seven external evaluation consultants indicates that students perceive the groups and facilitators as contributing to their overall learning. In a survey returned by 585 students, 60.1% rated facilitators as being of "Great Help" to their learning; 36.9% found the facilitators to be of "Some Help." In addition, 71.9% said other participants were a "Great Help" while 23.6% considering other participants "Some Help." In terms of the helpfulness of group discussions, 77% considered them of "Great Help" and another 20.9% found them to be of "Some Help." Clearly, a majority of the students are responding favorably to the learning group format.

Student Evaluation

Assisting LIMEX ordinary faculty in grading and student evaluation is an extraordinary faculty composed of ministerial and educational professionals. LIMEX evaluators are selected on the basis of academic background, familiarity with the LIMEX educational model, and ministry experience. Under the guidance of a LIMEX faculty member, the Assistant Director for Academic Evaluation, evaluators provide summative evaluation and grading for students based upon course-specific criteria, as well as general criteria outlined in the grading scale and course syllabi. Evaluators meet with LIMEX faculty and each other to discuss course evaluations and student progress in the curriculum.

Elements of formative evaluation are built into the program in various ways. In each of the first four courses, self and peer evaluations are completed in four different areas of learning group participation: content preparation; use of critical reflection; articulation of ideas, feelings, and opinions; and enablement of others in critical reflection. In other courses, formative self and peer evaluation is used for assignments and activities such as: critique of student facilitation of a learning group class session, group-oriented projects, and participation in the preparation of a cultural resource book for ministers and educators. In the closing course of the LIMEX program of studies, "Synthesis Seminar," students present and analyze independent research findings and critique drafts of their final project.

An Educational Matrix

The LIMEX educational delivery system makes available to its particular student constituency all of the learning resources needed for quality professional education. In essence, the LIMEX model forms an educational matrix that replaces a traditional professor-student model of education. University ordinary faculty, extraordinary evaluation faculty, competent professionals in ministry (liaison administrators and facilitators), and students are brought together under the aegis and governance of Loyola to engage in a graduate-level program of critical reflection on ministry at the very site of their ministries.

IMPLICATIONS

After five-years experience with the program, we believe that the LIMEX educational model is unique in its approach but perhaps applicable to other fields. Three governing factors are key to determining the appropriateness of this educational model for other professional areas: profile of the profession, student constituency, and cooperating local institutions.

LIMEX was designed for people working as parish directors and coordinators of religious education, high school religion teachers, elementary school religion coordinators, pastoral ministers working in a multitude of different ministries, and professionals in other fields that seek to intentionally look upon their profession as ministry. Two points should be made about these professions. First, religious education and ministry are very broadly defined professions. Practitioners with different levels of experience working in many different contexts all are described as religious educators and pastoral ministers. Second, motivations for entering the program are a blend of professional enhancing and updating interests and faith development interests. In a 1987 survey, three reasons surfaced as primary motivations for entering the program: to develop ministerial skills, to gain a greater understanding of their faith, and to deepen their relationship with God.

The student constituency, therefore, is broadly defined and clearly adult learner oriented. The typical student is a married woman in her early forties, working full-time in religious education or pastoral ministry, and taking three LIMEX courses per year. Before entering the program nearly half of all students have completed another graduate degree (25.7 %) or taken some graduate course work (24.0%). For some students LIMEX process-oriented education is a difficult transition from previous more traditional graduate or undergraduate education. Given the process-oriented nature of religious education and pastoral ministry, however, most students take to this type education quite naturally.

Local cooperating institutions are most always the Roman Catholic diocese office of religious education or office of ministry formation. A number of factors contribute to successful institutional relationships. First, the diocesan administrative staff needs to make the LIMEX program a priority both in terms of personnel and funding. Library funds, facilitator training funds, administrative costs, and costs associated with liaison administrator position represent a significant budgetary investment in LIMEX. Second, the diocese needs to view the LIMEX program as a long term and on-going part of its total education for ministry efforts. The investment of personnel and funds on the part of both Loyola and the sponsoring institution make it impractical to have only one learning group complete the program over a four-year period and then to discontinue the program.

Keeping the foregoing factors in mind, we suggest that a LIMEX-type program might become a viable educational vehicle for practitioner-oriented graduate programs (e.g., human resource development, community organizing) and for other denominational graduate ministry formation programs. Graduate continuing education applications may be even more numerous. Interesting possibilities might include: graduate continuing education for health care professionals, social workers, and other social service professionals. In any case, as the base of adult learners seeking graduate education and continuing education increases, colleges and universities need to respond with competent and innovative educational models and delivery systems to meet their needs.

Notes

1. See John Dewey's Experience and Education (New York: Collier Macmillan, 1963 [copyright 1938 by Kappa Delta Pi]).

   Malcolm Knowles' work on adult learning highly influenced educational assumptions operative in the LIMEX program. See The Adult Learner: A Neglected Species (3rd ed., Houston: Gulf Publishing, 1984)

2. Bernard J. F. Lonergan died in 1984, but left behind an extensive legacy of lectures and writings which most notably include: Insight: A Study of Human Understanding (New York: Harper & Row, 1978 [reprint of the 1957 Longman Group publication]) and Method in Theology (New York: Herder & Herder, 1972).

   Stephen Brookfield's Developing Critical Thinkers (San Francisco: Josey-Bass, 1987) also presents important perspectives on critical thinking. In the context of investigating the pluriform, process nature of critical thinking, he surfaces four components: the identifying and challenging of assumptions, context orientation, imagining and exploring alternatives, and reflective skepticism.

3. For perspectives on the idea of praxis see: Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 1986 (Translated from the original portuguese manuscript in 1968); Freire, Paulo. Education for Critical Consciousness. New York: Continuum, 1987 (Original Copyright, 1973). Also, see Groome, Thomas. Christian Religious Education. New York: Harper & Row, 1980. In Chapter Eight, Groome presents a well grounded historical understanding of the development of praxis in philosophy, education, and religious education that points to the precedence that theory has been given to action or productive activity.

   In Understanding and Facilitating Adult Learning (San Francisco: Josey-Bass, 1986), Stephen Brookfield discusses six principles for effective practice in facilitating learning: voluntary participation, respect for learners' self worth, collaboration, praxis, critical reflection. The LIMEX educational model seeks to operationalize these principles in its implementation.

Affecting Retention in a Non-instructional Degree Program

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ABSTRACT

The majority of research and theorizing on college student retention has focused on the traditional college student. Tinto's model of retention in which persistence is viewed as a function of the students integration into the academic and social systems of the college, has received substantial support and acceptance in the field. This paper tests the utility of that model for understanding retention in a non-traditional and non-instructional institutions of higher education.

An evaluation of an experimental program called PIP (Planned Intervention Project), designed to increase students integration in a large non-traditional external degree program, provides a test of Tinto's theory. Initial results indicate that retention was significantly increased.

This paper concludes with a discussion of strategies for affecting both academic and social integration in non-traditional colleges through increased student-to-institution and student-to-student contact.

Introduction

Adult learners are returning to college in increasing numbers. Indeed, a 1987-88 study by The College Board found that 45% of all American college students are over the age of twenty-five. Higher education institutions are responding to the needs of adult learners: A 1986 task force study by NACADA found that 75% of the institutions surveyed had altered program offering and schedules to accommodate adult learners within the past five years. What's more, the study found that 85% believed that their central administrations had adopted attitudes supportive of adult learners. Despite these accommodations, studies have consistently found that retention of adult learners is lower than that of traditional (18 to 24 year old) college students (Lehmann, 1982).

The issue is not one of access but rather attainment, that is, adult learners have little or no difficulty in obtaining access to college learning -- the difficulty is in staying the course.

A considerable amount of research on retention in higher education has been produced over the past few decades. The majority of this research however, has focused on retention of traditional 18-24 year old students in residential, instruction-based colleges and universities. Nontraditional programs serving adult learners have little to guide their efforts at increasing retention unless it can be demonstrated that the body of research and theorizing on traditional student retention can be extended to nontraditional educational instititutions and programs.

A theoretical model of retention (figure 1 attached) that has received widespread acceptance and support in the field was developed by Tinto (1975).

Tinto theorized that students interact with the academic and social systems of the college and achieve some level of integration in each. Academic and social integration, he theorized, have important consequences for retention: The more integrated a student is in the academic and social systems of the institution, the more likely it is that the student will persist. Integration, in Tinto's view, is determined by contact:

> *"Simply put, the more time faculty give their students, and students to each other, the more likely are students to complete their education." (Tinto, 1982: 697)*

Thus, as in real estate, three things are important in retention: contact, contact, and contact.

Pascarella & Terenzini (1983), using path analysis, empirically validated the Tinto Model of retention. Their research found that students' integration into the academic and social systems of the college had both direct and indirect effects on persistence: Academic and social integration had a direct and positive affect on retention and, also influenced institutional and goal commitment which, in turn, positively influenced retention. Pascarella & Terenzini concluded that the quality of the students' interactions with the college environment is a more important factor in persistence than the characteristics the student brings to college.

Building on the Tinto model, Terenzini & Wright (1987a,b), using structural equation modeling, found that while students' academic and social integration positively affect their intellectual and personal development, student-faculty contact and student-student contact made the largest contribution to academic and social integration respectively.

Several other studies (Astin, 1975; Lenning, Beal, & Sauer, 1980) support Tinto's theory. Researchers have found that the quality of student services, in addition to the quantity of student contact and interaction, can affect student persistence. These services include advising, orientation, providing information about further learning resources and options, student involvement and activities, and student-institutional (administrative) interaction.

Pascarella & Terenzini point out that the generalizability of Tinto's theory to nonresidential institutions, where opportunities for interactions with the academic and social systems are not readily available is problematic. Opportunities for these types of interactions are even more limited in non-instructional institutions where the student body is geographically dispersed. Indeed, one of the most frequently voiced student complaints in adult degree programs is insufficient student-faculty contact, student-student contact, and student-advisor contact (Apt, 1978; Eldred & Johnson, 1976; Kowalski, Bilorusky, & Acosta, 1980).

Pascarella (1980: 546) tells us that "student behaviors, attitudes and educational outcomes are influenced not only by the institution's structural factors, but also through interaction with the important agents of socialization (peers, faculty, administration)." A lack of support, community and guidance is associated with student attrition, regardless of the institution's structural capacities or capabilities.

Thus, it can be theorized that student retention can be positively affected in all types of institutions of higher education if contact can be increased. Whether students are residential or commuters, classroom or independent learners, full- or part-time learners, there are strategies which, following the guidelines of Tinto's model, will increase institutional retention of students.

The purposes of this paper are to: 1) describe a study on affecting retention in a non-instructional external degree program that provides an empirical test of Tinto's theory, and, 2) suggest ways that non-instructional programs might increase retention by increasing academic and social integration through increased institution-to-student and student-to-student contact.

Regents College Planned Intervention Project

Background

When the New York State Board of Regents established the Regents External Degree Program (now Regents College Degrees and Examinations) in 1970, they recognized the needs of a growing number of adult students for a flexible and accessible college program. The Regents hoped to eliminate any artificial barriers such as distance or schedule conflicts that might prevent adults from earning a degree. The degree they created is truly "external"; it is awarded by a university which evaluates the work of a student it has not taught.

The faculty of Regents College is drawn from many colleges and universities, mostly in New York State, and from certain relevant industries. The faculty has responsibility for setting and monitoring academic policies and standards. Faculty committees establish degree requirements, determine the ways in which credit may be earned, develop the content for all proficiency examinations, review the records of students to verify their degree completion, and recommend degree conferral to the Regents.

The day-to-day administration of Regents College is carried on by the professional staff in Albany. The staff includes program advisors, academic officers for each degree area, a records office for receiving and recording transcripts, and those with specialized functions such as public relations, business/industry liaison, military liaison alumni director, as well as administrative support offices.

The academic advisors are primarily responsible for student information and communications. Advisors review students' transcripts to classify past learning and combine it, where appropriate, on one Regents College transcript. They answer written and telephoned questions about degree programs for the students' current and future use and planning. If a student does not write or call with a question or a request for information, then he or she would not have any interaction with program advisors.

Only about twenty percent of Regents College students live in New York. The majority of the remainder live in the rest of the United States with a small percentage living overseas. Almost all students live outside of the city of Albany. The students' interaction with the college primarily takes place on the telephone and through the mail.

The faculty serve as consultants for Regents College and remain at their home institutions all but 3-6 days per year. Student:faculty contact is necessarily limited, although, as we will later discuss, there are options available for increasing student:faculty interaction. And, since our 15,000 students are spread across the country and, to some degree, around the globe, student:student contact may not be easy to initiate or support although, again, there are several options for increasing student:student contact which are discussed in the final section of this paper.

Planned Intervention Project (PIP), Design & Structure

A quick analysis of Regents College's structure and its greatest potential for increased interaction with students points to use of the academic advisors. The academic advisors are the front-line personnel at Regents College. They have the greatest amount of direct contact with students and also provide the most helpful and useful information directly to students. The Planned Intervention Project (PIP) is a strategy for increased institutional retention of students through increased student:advisor interaction.

PIP was initiated in September of 1985 to test several concepts:

1) The concept of planned intervention. - What happens when contacts with students are initiated by the advisor instead of the student, as they are in most current systems? Will the student receive and/or perceive increased support and guidance?

2) The discovery of crucial intervention points. - Are there certain moments in a student's career when intervention by an advisor makes a critical difference? Are some moments more crucial than others?

3) The case load advisor (or team case load) concept. - What are the relative merits and disadvantages of a system wherein students have assigned advisors to whom they can direct their inquiries and from whom they would receive a response? Will the student receive and/or perceive increased support and guidance? Will the individual, one-on-one attention and advocacy increase the feeling of community and decrease the sense of isolation?

4) The increase in student-institution interaction. - Will, in addition to the structural changes outlined above, the increase in the frequency of student-advisor contact lead to increased persistence as predicted by the Tinto model?

Potential indicators of success of the project include: a) rate of degree completion (graduation), b) rate of program completion, c) level of student participation in the form of inquiries and work progress, and d) degree of satisfaction with the program materials and advising.

Method

Design and Sample

A cohort of students, 1136 in all, who enrolled in the Regents College Business Degree Program between September 1985 and December 1986 were selected to participate in the Planned Intervention Project (PIP). Students were assigned to either a treatment group or a control group based upon the first letter of their last name. Those in the treatment group received active advisement and guidance, that is, contact was initiated by the college on a regular basis. Those assigned to the control group received no special treatment, that is, the college did not take the initiative to contact the student but rather responded to student initiated requests for advisement and guidance.

The initial phase of the planned intervention consisted of, in addition to normal communications with students, periodic personal letters from each advisor to his or her case load of students at set intervals and occasions. These include an immediate welcome letter, a letter explaining and accompanying their first completed evaluation report (the assessment of all transcripts submitted to Regents College and a listing of degree requirements still outstanding), and an eleven-months-after-enrollment personal advisement letter.

Results

The results of this experiment (Table 1) support Tinto's model. After 16 months of study, 282 of 568 (49.7%) originally in the treatment group either were still enrolled in the program (222) or had graduated (60), whereas, in the control group only 227 out of 568 (39.9%) were either still active (182) or had graduated (45).

TABLE 1

	Student Status			
	Inactive	Active	Graduated	N
A - L (PIP)	286 (50.3%)	222 (39.1%)	60 (10.6%)	568
M - Z (Control)	342 (60.1%)	182 (32.0%)	45 (7.9%)	568

A Z-Score test between proportion indicates that these differences are significant at the .001 level. Thus, the results from the study indicate that the PIP treatment has had a positive affect on retention: the PIP treatment group has significantly higher retention to graduation rates than does the control group. It appears, therefore, that increased student-institution interaction, in terms of quality as well as quantity of those interactions, has the same affect in nontraditional settings as it does in the traditional college environment.

Limitations

It is important to note in a project such as this that potential confounding factors exist. Most obviously, we were not able because of prohibitive costs and complexity to use a random assignment method month after month as the study progressed. While we are unaware of any confounding factors that would be introduced by the alphabetical selection of this population (a national sample of adult independent learners), we do acknowledge that random assignment would have eliminated one potential source of bias. Second, there are many student characteristic differences that could not be controlled -- we were not able to identify and control for background characteristics such as individual motivation and desire to continue. It is also important to note that our students, as with most independent learners, have transferred to and from different institutions in the past and may easily continue their education while not enrolled with Regents College.

Discussion

The first phase of the PIP project was designed to increase students' integration into the academic system of the college. The second phase of the Planned Intervention Project will investigate ways to increase Regents College student's interaction with one another thereby attempting to increase their integration into the social system of the college and overcome some of the adverse affects attributed to the "loneliness of the long-distance learner."

For example, a triannual newsletter which includes a forum for student-generated news and comments has been developed. The newsletter is designed to do three things: 1) provide degree specific program information (communication between faculty/administrators and students), 2) provide group advisement for students, and 3) provide a mechanism through which students across the country communicate, share information, and get to know one and another.

Many students own or have access to personal computers. This provides an additional medium for student-to-student and student-to-institution interaction. Through the use of electronic bulletin boards, students can can gather and exchange information. Two of the most frequently cited barriers to adult participation are lack of or inaccurate information and lack of time. Electronic bulletin boards allow students and advisors to request and provide information at any time of the day convenient not only to students, but advisors as well.

What is not known at this time, is how substitutable these forms of communication are for actual person-to-person contact. As Naisbitt points out, "high tech" needs to be balanced by "high touch":

> *What happens is that whenever a new technology is introduced into society, there must be a counterbalancing human response -- that is, high touch -- or the technology is rejected. The more high tech, the more high touch." (Naisbitt, 1982: 39)*

Thus, to be successful, institutions must adopt a variety of strategies that combine "high tech" and "high touch". Additional research is needed to shed light on this important issue, the necessary or optimal balance of technology and personal contact.

Other strategies that do include person-to-person (high touch) contact are the development of external support networks that will link students in the same geographic area -- Regents College has already put in place the Graduate Resource Network (GRN) through which alumni volunteer to assist and advise currently enrolled Regents College students in their geographic area.

Of course, these media can be combined to serve students more effectively. For example, electronic bulletin boards can be used to connect students and alumni in various areas, to set up study and support groups among students, and to schedule appointments and telephone conferences. The resulting meetings and conferences introduce the high touch element needed to balance the new high tech media.

Institutions that provide flexible and innovative approaches to increasing contact that are consistent with their unique student populations and their institutional environment, recognizing the limitations and benefits of both technological and interpersonal interactions, will experience greater student retention than those that fail to meet this challenge.

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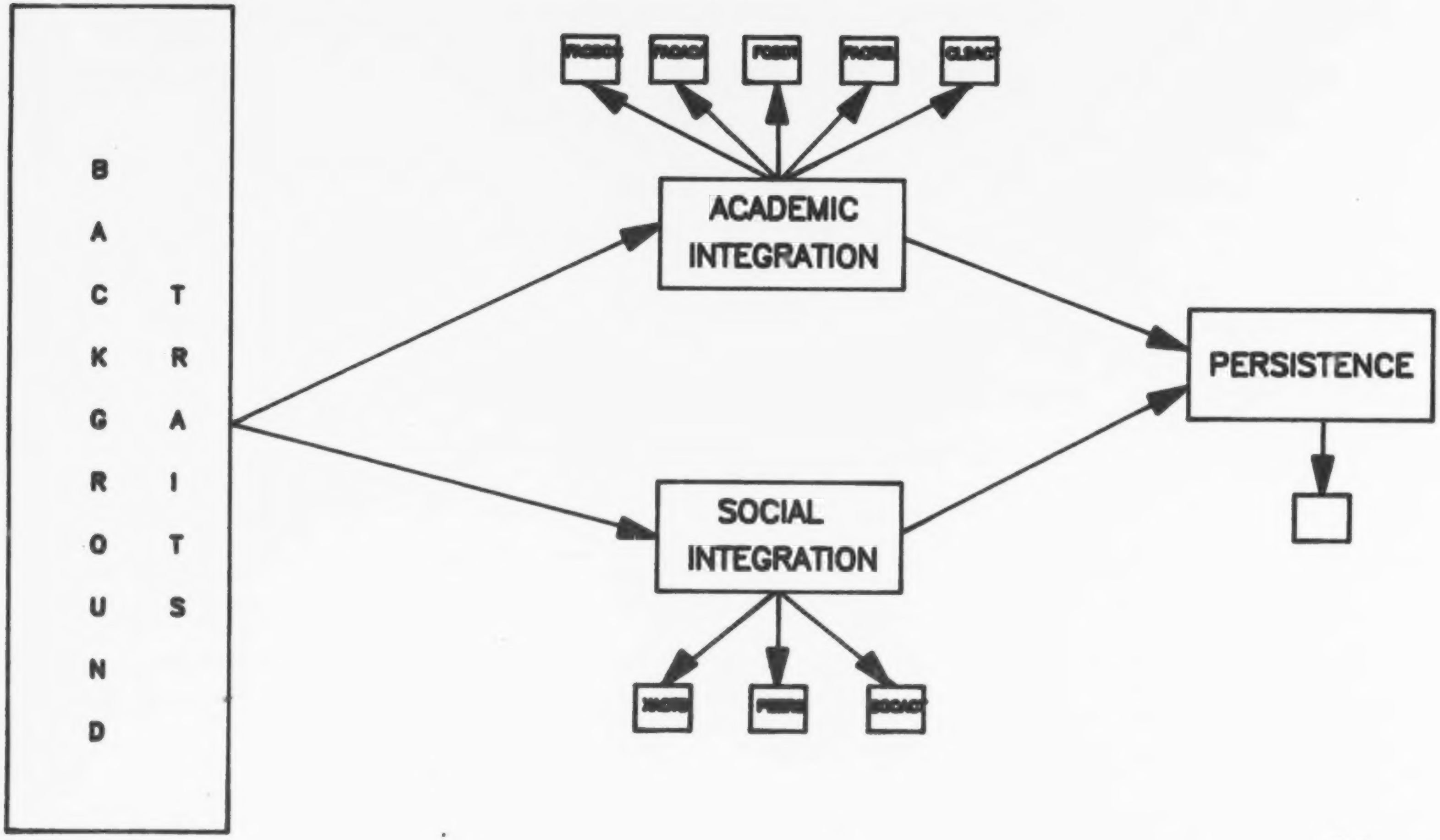
FIGURE 1
TINTO'S MODEL



The Cultural Context of Adult Education and the Principle of Dialogue

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What knowledge is most worth having? Current debate about the proper content and ultimate purpose of education is, finally, about that question. The passions informing our answers mark the character of the historical moment in which it arises. Now, there is fury at the decline of public virtue, and fear for the loss of national power. We are supposed to have lost hold of the truths which had made us great. And in losing our learning, we have lost our strength. Thus, as Nietzsche observed of the impulse giving rise to gods and other comforting ideas, in "our poor, ignorant weariness" we rather desperately propose and then impose common notions. We thereby hope to restore "cultural literacy," a "core curriculum," and whatever else will give us confidence that we can re-acquire our technical savvy and the wisdom to distinguish between "best" and "worst." We want to be strong again, and right.

A quality all these candidates for educational truth, for the knowledge most worth having, have in common is that they are, in fact, not so reliably universal or necessary as, in our fury and our fear, we would have them be. Somebody and something are always left out. And they, quite often, turn out to be the material and the people who have never been much acknowledged in our "common" heritage, whose experiences distress us when they impinge upon our own, and whose interests can be deemed trivial and abilities inadequate when they try our patience and tax our resources. Might it just be that our public virtue and national power have declined not so much because we have let our standards, our truths, slip from our grasp, but because for far too long we have left out persons and populations whose very differences could reform and refresh our too easily received ideas? Could it be that we have become weak because we have too long believed we are wise when in fact we have been ignorant? What if we have confused power with virtue, and, lacking the latter, lost the former as well?

Such a poetic justice, as we call it, isn't much considered in current national proposals. Become strong again, they say; then justice will follow. But according to what principles shall we seek strength? Amidst the fury and the fear of our current national conversation about what is good for us to know, I hear too much intellectual, even moral weariness. It takes the form of insisting that, after all, we _must_ decide _something_, quickly. And thus we insist on going back, "back to the basics," back to the ideas to which we're most accustomed, as though we were too tired for the exercise of inquiring whether those were _good_ ideas. It's as though we were seeking some easy truth, sinking into whose embrace, we should thereby regain our potency while stripping off all the care of thought. And so we tinker with the readings required in Western (now called World) Civ courses, as though such injections could of themselves stimulate broad-mindedness. And we insist that kids learn math and history in the hope that through their hard work as they grow, they'll revitalize the legitimate economy and refrain from pushing pills and pillaging property in the streets.

Are these measures foolish? Of course not, except when they are informed with the weariness, the presumption of wisdom I mentioned above. Is it possible then to answer the question of what knowledge is most worth having so that the inquiry continues? Is it possible to answer in a way which invites quite literally everyone to participate in the inquiry? Is it possible to have a cultural literacy which is universally engaging? Or, as Socrates put the question somewhat differently to Thrasymachus, how can we possibly sustain power if we do not know virtue?

I put the question finally in that way for two reasons: I want to recall a moment in educational history we might choose to call our own, to make part of our heritage, the Socratic moment. And I want to recall the fact that, despite the fatal accusation - that Socrates corrupted the youth of Athens - made at a time when that culture had lost its certainties and its power, he primarily practiced what we would now credibly call adult education. That is, he mostly put unsettling questions about received ideas to persons (regrettably, so far as we know, only

82

to men) in their majority who wielded economic and political power, or fully expected to do so. But he could include, if I might rather liberally extrapolate from the example of the slave boy in the Meno who learns to double the area of a square, anyone. I want to recall the Socratic moment in educational history because it could be ours, as we in contemporary adult education search for our vital principle in a larger cultural environment where the calls for certainty are loud, furious, and fearful, and betray, as I have said, a poor, ignorant weariness.

I am suggesting two notions: First, that the openness, eccentricity, and vitality of adult higher education over the last two decades or so might in fact acquire a coherent philosophical account if they are understood in Socratic terms. And secondly, I am suggesting that if we give such an account of ourselves, we might not only acquire a philosophical and historical legitimacy sufficient confidently to face a conservative and suspicious cultural environment, but we might even be able to offer that environment a tonic for its fear and weariness. Just as Socrates worked primarily with adults but might well have included literally anyone in his conversations, and just as he accounted for his practice on the most rigorous philosophical grounds, so we in contemporary adult education might account for our practices in Socratic terms and thus answer the question what knowledge is most worth having in a way that includes all education and enables anyone to be an inquirer. In the practices of adult education, I am suggesting, lie the possibilities of an intellectually vigorous, morally committed, and yet genuinely open society.

Those are, to say the least, large claims. So let me approach them again, gradually.

The current criticism of our intellectual degeneration has two related aspects. One is instrumental or technical: people lack information and skills. They can not compute, sometimes even *with* calculators; and they believe, for example, as recent national news stories have reported, that both the United States and the Soviet Union belong to NATO and they haven't the foggiest idea where Nicaragua is. Such news stories often have a slightly lurid quality, suggesting that a cultural apocalypse is self-evidently at hand. This moral penumbra around our intellectual eclipse is the other focus of criticism. Not only are people ignorant of the what and how, but the why. Our ignorance and ineptitude betoken a moral degeneration. They are somehow co-responsive to the blood in our streets, the drugs in our veins, and the apathy at our polls. As E.D. Hirsch, Jr. puts the case in *Cultural Literacy*: lacking common information and skills, we lack common commitments, an effective sense of communal values. Or, as Allan Bloom puts the problem in *The Closing of the American Mind*, we lack truth and thus, as Socrates showed some 25 hundred years ago, we lack virtue. Hence, the urgency of the question, "What is the knowledge most worth having?"

Seemingly self-assured answers abound to that question. They have issued frequently from the U.S. Department of Education and various public committees. E.D. Hirsch is certain the answer is to be found in the facts of our common cultural experience and heritage, the facts embodied, albeit tentatively, in his 5000 item list. Allan Bloom is sure he has derived the answer from his knowledge of our fundamentally human nature. And so on. A common quality of these assertions is that they tend, as I said above, to leave out the interests of those who have always been excluded from power and honor in our culture. And these are the people who were to have been invited in by the radical educational proposals of the sixties. Those are the proposals - for open, democratic, and individualized education - now scathingly rejected as intellectually degenerating, relativist, and narcissistic. These are the vices supposedly marking the decline of order and standards in our society.

The confident answers to the question of what knowledge is most worth having also have in common their conservatism. They presume the wisdom of knowing just exactly what that knowledge is. And those who claim such wisdom expect the rest of us (likely to be the majority) to live by it, by the promulgations of those who claim to possess it and happen to have the power - as educational, economic, or political gatekeepers - to enforce their claims. But what if their answers are not wise but merely, for the moment, powerful? What if their answers are merely beliefs which legitmate the privilege and power they already possess? Then their programs of education would not be paths to cultural resurrection but merely the rusted, wearisome chains of social control and stratification.

Let me then, very briefly, apply to these confident answers some of the intellectual rigor our culture is supposed so catastrophically to lack. Let us ask of the core curriculum makers to demonstrate that those injected with their favored subjects have manifested the public virtue we need. What have the best educated, "the best and the brightest" done for us before? Much good, to be sure. But the ones privileged to have gone to the best schools and encountered the best curricula have also done much that is not good. Have not those privileged ones also made the economic policies devastating to our cities and our poor, and the international policies devastating to our potency and our honor as a country that presumed to offer the world higher ideals than conquest and control? If core curricula produce persons with common notions and hardy skills, they have also produced much overweening pride rather than public virtue. While it may be necessary that a healthy community is marked by common information and skills, how are we to find the common things in a society most obviously characterized by its diversity, and by its confusions and dissensions over just what facts and skills are most important. We lack cultural literacy not because we have ignored the knowledge most worth having, but because we disagree about what knowledge is worth most. We disagree about what is just and virtuous for this society; and any proposal that requires the learning of a particular set of information and skills as the way of solving the disagreement, merely begs the question it presumes to have answered. It substitutes power (perhaps the power of the proposers) for knowledge of what is best. There are those, however, like Allan Bloom, who are quite sure they know what is best. They derive their claims from their familiarity with the liberal culture in which they are well schooled and which, according to them, is the best representation of our fundamental human nature we can have. But where is their demonstration of the supreme good of that liberal culture; where is their proof that they have had intimate discourse with this "nature," this source of truth which is mysteriously inaccessible to those whose interests challenge their own? Could it be that there is some convenient intellectual trickery, some sophistry here, that in claiming wisdom, they are merely struggling to keep the power to which they are accustomed?

Perhaps then the answer to the question of what knowledge is most worth having is that we do not know. What then? The answers I've just questioned abhor such an admission of ignorance. Bloom, for example, implies that claiming ignorance amounts to relativism, which he vigorously attacks. And rightly so, I think. Relativism, the claim that we do not know the truth because the truth is unknowable, is, after all, self-contradictory: for to assert the unknowability of truth, is to make an absolute assertion of knowledge. But relativism is not

87

the only alternative to certainty. Socrates (from whom Bloom claims to have learned so much) concluded merely that he was certain that he was ignorant, not that truth was unknowable.

What followed from that admission of ignorance was not indifference to truth and virtue, but inquiry, the profoundly social enterprise of understanding the good. Socrates called that enterprise *dialegesthai*, dialogue, an indefinitely prolonged thinking-through, talking-through, and reasoning-through together. The dialogue implies a kind of community. For if none of us can be sure we are wise, how can we not include everyone in the inquiry? How can we judge anyone foolish, except perhaps those too weary and proud to join the inquiry? The dialogue implies a community of *all* persons willing to inquire, willing to present their experiences and their interests and examine the implications of their curiosity wherever they lead, even to the questioning and the surrendering of their most tightly held beliefs. The dialogue receives *all* ideas, and examines every received idea. It offers no place to rest, nothing to rely upon except the continuing inquiry. It requires the admission of ignorance, and thus the intellectual and passionate magnaminity of entertaining what is heretofore unfamiliar and excluded. The dialogue tolerates everything except intellectual and moral weariness. Are not then the virtues of the dialogue those of an intellectually vigorous, indefinitely diverse community? Perhaps in making the Socratic answer to the question of what knowledge is most worth having - namely, that we know that we do not know -

we begin wisdom, and thus find a bit of what has always been the answer to that question: the good.

Where is dialogue to be found in the educational community? We can of course return to Plato's texts. But in contemporary education, we can look as well at the practices of adult education over the past two decades, especially, I believe, the practices sometimes called, albeit ungracefully, "individualized education." We can look there because adult students have been the population to benefit most from the calls made in the sixties for educational openness, for the intellectual empowerment of those who had been left out. For amidst all the fantasy and the anti-intellectualism of those radical proposals, there was also revived and nurtured, by people such as Paolo Freire, an ancient educational idea: that nearly all persons can learn anything if one simply begins with their individual interests and abilities; that the curiosity of any single inquirer, if nurtured and followed, will eventually lead throughout the world and be in community with every other inquirer. Through such dialogue, however minute and local its beginnings, a tremendous coherence is recreated and sustained. Ironically, the answer, in such world-connected education, to the question of what knowledge is most worth having is to say to each student: "Whatever your curiosity requires you to follow."

Regrettably, the populations meant to be served by those radical educational proposals - ethnic minorities, the poor, the oppressed and otherwise alienated - remain by and large excluded. But adult students have been able and eager to take advantage of conventionally accredited but individualized programs. And as we know, they represent a huge and still burgeoning "market" of students. Perhaps if the principle of dialogue, which legitimates individualized adult education, can also be applied to the entire educational community, then that community shall finally be opened to the populations it has heretofore found inadequate to its standards and thus excluded from its full benefits.

But before we more seriously entertain the notion that our small neighorhood in the educational community might teach the world, we shall have to be sure that we ourselves are not presuming wisdom we do not in fact possess. For example, we are accustomed to a sort of discourse about adult students that has little in common with the virtues of dialogue. Strongly influenced by the work of Malcolm Knowles and others, it is variously called "adult development" or "adult learning." The presumption of this theory is that adults are not merely an aggregate of individuals who happen sometimes to manifest some similar qualities and who, by virtue of their legal status, are accorded common rights and responsibilities. Rather, "the adult learner" is supposed to be a natural and specific kind. This natural species, it is claimed, can be studied scientifically and, its qualities having been thereby revealed, its learning can be accordingly "facilitated" through, as Knowles asserts, a "professional methodology." And what of persons who happen to be legal and biological adults but seem to lack the qualities of the "adult learner." They, as some in the literature and in practice are suggesting, wouldn't, in any case, be suitable candidates for a college education. It is at best strange that considering adult students as a natural kind to be treated with a special educational methodology - andragogy, as it sometimes called - can result in treating adults as children. And don't such claims exhibit the same weary presumptiveness, the same exclusive and excluding assertion of truth as those now heard in the larger educational community? It would be sad and unjust if adult education, which has flourished as a culture of opportunity, should become a culture of control, and thus exclude those who have always been left out.

The empirical and conceptual foundations of "adult learning theory" are as doubtful as the moral consequences of its application. At the empirical level, it remains to be shown that there is any such entity as "adult learning." There are, obviously, adults who learn; but the ways in which they do so are indefinitely varied; and even when patterns emerge from research done on populations of adult students, it yet remains to be shown that such patterns have anything specifically to do with the subjects being adult. All of us have no doubt had adult students who might be called "self-directed" (this being, supposedly, the instrinsically distinguishing quality of the adult learner); but many are not. Early in this century, Maria Montessori demonstrated that children could be self-directed learners. Are they therefore adult? And a colleague of mine who has engaged in individualized education with incarcerated adolescents - who are not legally, biologically, or morally "adult" - has found that they thrive as independent learners. As Stephen Brookfield concludes in his comprehensive Understanding and Facilitating Adult Learning, "the discovery of a set of learning behaviors that are unmistakeably adult would be a cause for substantial professional celebration."

At a conceptual level, the idea of adult learning is logically incoherent. Among the qualities always appearing on lists of "adult learning characteristics" are "self-directedness" and "individuality of learning styles." But except when one's "learning style" happens to be "self-directed," those two qualities must be in contradiction. What are we to do with the adult student, whom all of us probably has encountered, who wants to be taught, and, in fact, may need to be taught in order to become, eventually, an independent learner? The strict implications of adult learning theory are that such students should be abandoned as abnormal or inadequate, though in practice, one hopes, we seldom do. I fear, however, that we shall be tempted to judge such students poorly (especially when their genuinely individual and possibly very independent learning styles have not yet embraced conventionally basic academic skills and disciplinary interests). I fear that temptation will become greater as adult educators become more and more anxious to demonstrate the strength and respectability of their profession to the conventional academic community, which, as I have suggested, is especially eager at this confusing time in our history to prove its potency by being severe and exlcusive.

Do these criticisms mean that adult education is not a legitimate enterprise? Not at all. We serve a large and eager population; we have an aggregation of practices; and we are perhaps skilled in the art of helping persons become autonomous learners. But we lack a science, a methodology, and, I have been suggesting, we and our students are better off in our not presuming that we have or ought to have one. Self-directed, independent, individualized learning (however we label it) is not the normal property of a specific population of persons, but, I would suggest, a moral ideal to which all persons - adults, children, of any socio-economic condition, ethnicity, or gender - might be helped to aspire. It has probably become attached to adult students (especially white, middle class adult students) because we feel safest allowing them to answer the question of what knowledge is most worth having with: "I'll decide."

If we surrender this comforting fiction of adult learning, this presumption of wisdom, we shall perhaps have cleared our way to reflecting on the dialogues we in fact have had with our students. And we shall find there not only the unpredictably varied manifestations of intellectual virtue, but also a sort of love which must be at the foundation of any just community. For in dialogue, in the inquiring after wisdom, there is an ecstasy, a standing apart and surrendering of private interests and received ideas, even though it is with them that inquiry begins. In their passion to inquire, teachers and students transcend their particularities; and the discovery of one's own ignorance becomes a release rather than a threat. In this standing apart from the accommodations we make to prejudice and custom in daily business, the inquirers become dear to one another and attach their passion to something more than their separate selves, even though they can not stop the inquiry to claim they have fully possessed the good, or fully understood the wisdom they mutually seek. Such encounters manifest the good will and warmth we have traditionally supposed to be the heart of virtue and the consequence of wisdom. And thus, in the ecstasy of the inquiry, there is a kind of epiphany or palpable intimation of the truth we have been seeking. In that place, there is room for universal habitation. That is the place, as Socrates mythagogically recalls in the *Phaedrus*, where souls graze. And that is the place, I ask you to consider, where the *entire* educational community needs to find its way.

DEVELOPING COLLABORATIVE ACADEMIC PARTNERSHIPS:

A Strategy for Advancing Our National Economic Competitiveness Agenda

A Workshop Presented by

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Rationale -- Higher education institutions can help U.S. business and industry remain competitive in a world economy by helping keep our work force technologically current. The role of external degree programs is made very clear by the fact that today's work force is also tomorrow's work force. Eighty-five percent (85%) of those who will be working in the year 2000 are currently employed. Continuing economic viability in a service economy requires even more attention to the work of external degree institutions: addressing the re-training and re-education needs of the current work force.

To date, higher education institutions have focused primarily on human resource development at the pre-employment level or on narrow training programs designed under programs like JTPA. Increasingly, colleges are reaching out to corporations to provide a more comprehensive set of academic services. The potential benefits of these programs are enormous. Current estimates, for example, place annual corporate expenditures on training and education at upwards of $100 billion, more than the higher education establishment spends in total. Combining these resources with the educational expertise of colleges is a viable strategy for helping keep the work force current.

Colleges that develop such programs can also benefit from increased enrollment, additional consulting or teaching opportunities for faculty, and improved corporate relations and development activities.

Workshop Content -- The two-part workshop will help prepare participants to begin or enhance their own campus program for focusing resources on employee's re-training and reeducation needs. By linking with other organizations to provide degrees, courses, short-term training, or other academic services, colleges can have a major impact on keeping the workforce technologically current.

Through leader presentation, participatory exercises, and small group discussions, participants will begin to develop a strategic action plan specific to their own campuses' needs. The action plan will help participants:

- Assess their institution's market position
- Creatively review "product" potential
- Create a vision of program effectiveness
- Identify "Principles of Good Practice" that assure good service and academic quality

Workshop Results -- Participants will receive sections of Developing Collaborative Academic Programs with Corporations: A Practitioner's Handbook, a handbook to help develop skills and strategies to enhance their own campus programs.

Adult Students, Technology, and General Education: New Tools for Curriculum Reform

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Traditionally, degree programs for adults and the use of telecommunications technologies for instruction have been consigned to the periphery of higher education. Both have held high promise, but, depending one's perspective, the promise either never has been fulfilled, or its fulfillment never has been recognized by the "mainstream."

There are many reasons for the limited success of adult degree programs and media in the mainstream. Certainly one reason is that they rarely have achieved recognition as part of the infrastructure of higher education. More often, they have been asked to recover their costs directly through student enrollments, a situation that has made innovation a risky venture.

But perhaps a more important reason is that adult degree programs and telecommunications, each in its own way, have been solutions awaiting a problem. No change happens in a vacuum. Change happens in context: the change process itself is part of the environment that is being changed. Innovations, seen in ths context, will not be fully accepted and institutionalized until the environment in which they operate is ready for change. Often, the innovation then becomes a catalyst by which that change occurs. There are several trends afoot in higher education that suggest that the environment of higher education is now poised on the edge of major transformation and that educational technologies and adult degree programs could well provide the catalyst that will shape the direction of change.

THE CURRICULUM REFORM MOVEMENT

The warning bell has been sounded by the National Commission on the Role and Future of State Colleges and Universities, which, in 1986, warned, "The storm warnings are unmistakable: our society is troubled, our economy endangered, our democratic values jeopardized, our educational system embattled" (p. 29). The Carnegie Foundation has joined the call. Educators, it said, "are confused about how to impart shared values on which the vitality of both higher education and society depend" (1986, p. 16).

The scope of the transformation that is now underway and, to some extent, its probable direction, can be seen in these and other reports on the state of higher learning in the United States that have been issued over the past few years. While these reports represent varied and often conflicting perspectives on the issues, they are unanimous in calling for the reform of the undergraduate curriculum. This coincides with the reinvigoration of the general education movement, a reform spirit that challenges higher education to reconsider its roots and its fundamental relationship to the society it serves.

One of the first calls for reform came from a National

Institution of Education report entitled "Involvement in Learning: Realizing the Potential of American Higher Education." The report cited excessive vocationalism in education and the weakened ability of colleges to "foster the shared values and knowledge that bind us together as a society" (Scully, 1984, p. 1). Its recommendations should sound familiar to continuing education professionals steeped in the literature of adult education. Its three major recommendations emphasized greater student involvement in the learning process (including more field experiments and experiential learning, simulations, and small-group activities), reforms to ensure that "curriculum content is directly addressed not only to subject matter but also to the development of capacities of analysis, problem solving, communication, and synthesis" (Mortimer, et al., 1984, p. 43), and improved assessment and feedback.

Another report started from a much different set of assumptions and arrived different recommendations, but recognized a similar problem. William Bennett's "To Reclaim a Legacy" report called for a return to the classic liberal arts as a way of re-establishing general education as what all educated people hold in common.

The same year (1985) a third report, "Integrity in the College Curriculum: A Report to the Academic Community" (American Colleges Committee's Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, 1985) called for a renewed relationship between the product of education (knowledge and skills) and the process of education ("modes of access to understanding and judgment" (p. 18)).

Higher education has responded to these challenges. Many, if not most, colleges and universities are now involved in curriculum review of one sort or another. Admittedly, most of the "reforms" go little beyond a reconsideration of distribution requirements, but the opportunity for fundamental reform has rarely been greater. The relevant question is: what does it all mean for adult degree programs and telecommunications programs?

ADULTS IN HIGHER EDUCATION

For most of this century, adults have been seen as a secondary "market" for higher education. The rise of adult degree programs, open learning programs, and distance education programs were designed to address the needs of these students without interfering with the mainstream curriculum, which remained geared to the "traditional" eighteen-to-twenty-two-year-old student. Indeed, a good number of new institutions have been created specifically to serve these "nontraditional" students.

These adult programs often reflect the work of Knowles and other adult education theorists. They involve students in both the process and content of courses; they reward experiential learning and life experience; they work to make learning relevant to the immediate environment of the adult student as a worker, parent, and community member; and they draw upon the student's experiences in these social roles.

In short, these peripheral curricula have tackled many of the issues raised by the commission reports and have applied many of the recommended remedies already. However, the effects on the mainstream have, thus far at least, been minimal.

That may change. Adults are increasing as a percentage of the "traditional" student population. More importantly, college and university administrators are discovering the adult student. At some colleges, awareness of the mainstream adult student has occurred through the process of re-evaluating the general education curriculum. At Rhode Island College, to cite one example, general education review led to a heightened concern for how to support the college's growing number of commuting students.

IMPLICATIONS FOR ADULT DEGREE PROGRAMS

What does this all mean for the future of adult degree programs? Like most change, it signals both good news and bad news.

The good news is that directors of adult degree programs may have a secret weapon to use in the annual battle to justify their existence. The remarkable coincidence ("coincide-ence" in this case rather than mere chance) of the philosophical thrust of the current general education reform and the underlying philosophy of many external degree programs, combined with the movement of adults into traditional curricula suggests that, of all programs on a traditional campus, the adult degree program is probably best able to serve as a model for institution-wide curriculum reform. Far from being peripheral, adult degree programs may well be able to become curriculum laboratories, shaping mainstream general education throughout the institution. Assuming astute leadership, this could bring a new stability to these programs, along with a degree of respect and faculty participation unheard of in the past.

The bad news is that, as adults move into th mainstream and as general education reform contributes to a mainstream curriculum that is more relevant to adult students, the separate adult degree program may find itself becoming something of a dinosaur. There is a historical parallel for this bad news. In the last century, some colleges reacted to demands that women be given better access to education by establishing separate programs just for them. These women's degree programs faded, however, as women moved into the mainstream curriculum. A more market-oriented administrator at that time might have foreseen the inevitable and pioneered women's studies or adapted the program to suit a different student population. By the end of this century, we may be casting about for similar alternatives, unless we begin to recognize now the potential for change.

THE ROLE OF TECHNOLOGY

Educational technology may well be the missing piece in the puzzle. Traditionally, telecommunications technology has been used to extend learning to off-campus adult students. Increasingly, though, people are beginning to see technology as a way to enhance as well as extend the learning experience. Educational technology--as it has developed through use in adult degree programs--provides a new tool for general education reform that can be applied across the institution.

The typical telecourse provides an illustration. Most of us are familiar with the basic "30/30" telecourse, in which 30 30-minute video lectures replace classroom lectures. Through this basic model enabled community colleges (and, eventually, many others) to extend the mainstream curriculum to adults. However, as course designers became more sophisticated (and as distribution potential justified higher budgets) producers began to use video to achieve results that are difficult to achieve in the classroom. THE CONSTITUTION: THAT DELICATE BALANCE, for instance, used television to involve students in issues and to give them the experience of seeing constitutional issues evolve. To the extent that telecourses use video to achieve th goals of general education reform, they are useful--and are being used--on campus as well as off, with traditional students as well as with adults.

Moreover, the "newer" technologies--computer based instruction and interactive videodisc among them--also have the potential to help us realize the goals of general education. They offer new vistas for integrating simulation, problem solving, an decision making into the curriculum in a direct, immediately relevant way.

From film to videodisc, educational technology has long had the reputation of being over-sold to education. However, tied to a generalized movement for reform and to the new realization of the adult student as a major client of higher education, technology may be a solution that has found its problem at last.

CONCLUSIONS

The opportunity facing those of us involved in adult higher education and in educational technology rests in the convergence of three factors: (1) the revitalization of general education as a reform movement in response to the need for higher education to reconsider its basic role in society, (2) the increasing visibility of adults as an important part of the total student population, and (3) increasing use of educational technology to shape educational experience rather than simply to extend experience. A basic goal of general education is to focus the curriculum on the development of the individual student's ability to solve problems, make decisions, and establish values--to function effectively in the many roles that adults play as workers, community members, parents,and individuals. General education recognizes that education is not just "preparation for life," it is a lifelong process. Adult educators have been dealing with these goals--and with the methods for achieving them--for decades. And, in the past decade, we have increasingly used educational technology to articulate these goals. The opportunity exists to move these factors into the mainstream of higher education. The adult degree program can, in the process, become the laboratory for the revitalization of the curriculum.

This will not happen automatically. Indeed, it may not happen at all. The job facing professionals in these fields is to recognize the potential wihin their own programs and institutions and to communicate that potential to others in the institution. This may require giving up the benefits of splendid isolation in order to find a more lasting role to play in a transformed higher education environment.

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A SENSE OF STRATEGY: ADULT STUDENT WRITERS AND THE WORLD OF WORK

The first thing you learn when teaching older students is that your audience is anything but captive. Leaving early to care for sick children or arriving late because of work, adults in college seem to be in perpetual motion. But the difficulty of making time for school seems to have no effect on their determination to succeed. Many adults are at a point in their lives when school looks good to them. After ten years at a desk job, or a comparable stint with diapers and housework, they no longer see the classroom as a forced march. They are eager, if awkward, but their most salient characteristic, for those of us who teach writing, is that they know something about the workings of the world. Experience not only changes their attitudes but it gives them something to think about. The challenge is to use this potential in ways that help students learn to write.

In his book length autobiographical poem, Another Life, Derek Walcott says, "A man lives half of life,/ the second half is memory" (97). This Carribean poet tells us about an interior habit which all of us share, and which writing teachers who work with adults might bear in mind. Faced with the inevitability of aging, we begin to see our lives in terms of where we have been. Most people think college students have a simple goal: to prepare for the future. But older students have a more complex task. They go back to school to chose or change careers, but their choices will depend not only on what they learn in school but on the meaning they draw from previous experience. Going back to school is a way to prepare for future possibilities but it is also a way to make sense out of the past.

Adults spend a lot of time thinking about previous experience. They also spend a lot of time thinking about what they do in the present, and what most adults do is work. People in their mid-thirties or forties who return to college have spent and continue to spend the greater portion of their energies maintaining some kind of livelihood. The computer programmers, day care directors, journalists and technicians who return to school often talk about their work, and the need to earn a credential, in terms of financial rewards.

Adults work so they can earn a living, but if we think of work purely in terms of paychecks, we exclude important areas of endeavor, such as raising children, and generally narrow our view of the role work plays in our lives. In her book West with the Night, Beryl Markham said that "no human pursuit achieves dignity until it can be called work"(2). Her point can be transposed into a definition: work is any activity which is goal-directed and product-oriented. The product may be more tangible, such as a building, or less tangible, such as a healthy home environment. Calling upon human attributes such as empathy, intelligence, artistry, mechanical skill, strength, good judgment, and patience, the ideal work situation contributes to the health and prosperity of a society while it shapes an individual's identity. It with this broader, more inclusive definition of work that I encourage students to think of themselves less as wage earners and more as professionals, that is, workers who share a set of tasks and a set of goals.

Adults in college are, in our experience, busy with two thinking tasks long before they enter the classroom: they are looking for the meaning of the past, and they are trying to think of ways to succeed at their work. During the fifteen years in which our writing courses has evolved at the University Without Walls Program, we have tried to find ways to channel these two sources of energy into the curriculum. Our idea is simply this: that students will be motivated to learn to write when given an opportunity to talk about the things which matter most to them and with which they are most familiar. Once they have good writing skills, they can go on with confidence to complete the two tasks which face older college students. The first is to learn more about the professional area in which they plan a career, and the second is to broaden their degrees through liberal arts studies. In short, adults need to learn more about familiar subjects, but they need to take on areas of learning -- anthropology, literature, science -- that they know little or nothing about.

Aside from its emphasis on work, "Writing About Experience" looks a lot like other writing courses of the eighties. Our teaching downplays, but does not eliminate, the task of identifying mistakes in student writing, particularly grammar and punctuation mistakes, and emphasizes instead a process that supports the successful expression of ideas. A good essay, in our estimation, communicates clear and original thinking. It is the result of the widest possible exposure to life and to ideas, and is organized in a way that successfully communicates the writer's point of view on its central subject. Punctuation, agreement and other mechanics of writing support the essay's meaning and the rhythm of its sentences. A successful essay gets its message across, is a pleasure to read and answers the question, "So what?"

Our interest in moving away from mistake-hunting and toward a process that supports writers' strengths brings us in line with the University of Massachusetts's new Writing Program. Our course allows students to meet the University requirement in writing and follows their philosophy in several ways. Practice in writing plays a more important role than reading model essays, though I like to include a excerpt from Peter Elbow's book, Writing Without Teachers and Virginia Woolf's essay, "Professions for Women" to provide background for our discussion of fear of getting started. Revision is equally important. Students write four five-to-ten page papers and two shorter exercises over the course of the semester; each is written once as a draft and once as a revision, for a total of ten writing assignments. About one third of our class time is spent discussing principles of good writing and doing in-class exercises on the skill areas that they all seem to need: paragraph and essay organization. We spend the rest of the time on our primary activity, peer editing.

While we have a philoosphy and procedures that conform to the University Writing Program, the content of our course is quite different because our audience is different. The central question of the course is, "What experiences have changed the way you think about your work?" To answer the question, adults complete two central assignments. The first is called the Case Study. Here we ask students to select incidents from their work experience which could be conceived of as problem-solving situations. The task of the student writer is to identify the problem, describe the strategy used to solve the problem and generalize from the results. Students write two or three of these case studies, as we call them. The second important assignment is the principles or conclusions Paper. Using this format, students propose and defend what they consider the rules which every practitioner in their field should follow. The end product of the course is a collection of essays which together defend a particular point of view on professional practice.

I have said that we offer this course because it allows adult students to feel comfortable with the topics they are writing about. But there is a second reason which has little to do with comfort. By asking students to go beyond the descriptive and to carefully analyze their experience, by asking them to choose representative situations and articulate sound generalizations about practice, we challenge them to perform college level reasoning tasks and articulate their reasoning in traditional academic formats. This course meets students on their own turf, so to speak, supporting them in the beginning of their return to school, but it also challenges them to learn skills which lead them out of the world of work and into an academic arena.

In many ways "Writing About Experience" combines two worlds. Before I go on to describe the specific assignments in more detail and the techniques we found to help students succeed, I think it's important to take note of what we might call a confusion of ideologies in students who have one foot in the workplace and one in the classroom. In addition,, I will note briefly some of the theorists and ideas which have influenced our thinking as teachers.

COURSE ASSUMPTIONS

Through the trial and error experiments that led us to develop our current format, we learned that making ourselves clear to students depended on our ability to recognize what assumptions they brought with them. Adult students return to school to acquire a credential, and to learn more about the profession in which they have been working and in which they hope to continue building a career. Almost without exception, they believe what the world believes about the relationship between the "ivory tower" and the "real world." They think that school is above them, that what they've learned on the job isn't refined or sophisticated enough for an academic audience. Teaching a retarded man to swim, testing hair spray for chemical pollutants, how can these be grist for a college paper? But just as stiltifying is the assumption that school is beneath them, that the difficulties they face everyday in the world of work are far more complicated than anything they are likely to find in a textbook. Plus, in the real world, you don't talk about it, you just do it. What's there to say?

Until we found ways to chip away at these assumptions, most students entered the course convinced that they could not do the assignments. After you convince people that they have a right to talk, you have to convince them that they have something to say. Adult students are not at all sure that what they have learned from experience can be put into words. I ask them to imagine a situation in which they will be replaced on their jobs by a "rookie," and the transition will take place in only a week. Is there anything they would want that person to know? They laugh. Most of my students don't need to be convinced that they know more about their particular line of work than someone fresh out of school, or that what they know has been learned in the university of hard knocks. But if I ask them to articulate the assumptions they bring to their work or the principles which guide their practice, they stare into the middle distance.

Whenever I find myself falling into the old trap of thinking that my students can't say anything interesting on paper because they haven't learned anything worth talking about, I remind myself of my favorite example of the difference between the ability to think and the ability to articulate ideas. Suppose, before his demise, Mayor Richard J. Daley of Chicago had decided to go back to school.

Surely the man columnist Mike Royko dubbed "hizzoner" understood political systems and the assumptions which support them, but could he have written it all down? No. Mayor Daley couldn't write; in fact he could barely talk. But indeed he understood what he was doing. One could argue that he understood only in a narrow sense, but he certainly knew more than his language abilities allowed him to convey. The more I work with adult students, many of whom are outstanding practitioners but faulty writers, the more I am reminded that a lot of good ideas are hatched in this world that are never talked about or written down. Intelligence and talk are not interdependent -- it's hard for academics to remember this!!

My confidence that even the most awkward adult writers have interesting ideas about their work helps me counter the confusion and apprehensions adults bring with them to our writing course. Another assumption, one closely related to the first, that figures importantly in the design of our course is that when people learn a particular skill, they learn best through a combination of thinking and acting, and not by acting alone. People who work on the same task do it the same way until it occurs to them that they could do it better or more easily if they changed some part or other of their procedure. Like a scientist testing a hypothesis, a teacher tries a new curriculum, a manager tries a new staffing plan, a counselor opens a therapeutic session in a slightly new way. These are not random moves. Even if they are largely exploratory, each experiment is conducted in light of the practitioner's understanding of a larger goal. In turn, the goal is tempered, modulated or drastically changed in response to repeated experience and the way that experience is understood. If work didn't make people think, I tell my students, then they would do their jobs on the thousandth day of employment the same way they did them on the first. The challenge they face as student writers is to bring this largely unconscious and perhaps non-verbal thought process to a point where it can be described on paper.

Educators with different perspectives have talked about the interaction of ideas and practice in the way students learn. Building on the ideas of John Dewey (33-50), and William James, adult educator David Kolb has described the cumulative effect of practice on the process of learning (25-38). Paulo Friere, one of the theorists who sees learning as a process by which we resolve conflict between what we believe and what we experience, also views learning as the first step in a problem-solving engagement with the world. Finally, the importance of what is learned from experience has attracted the attention of those concerned with the design of professional degree programs for both young and older students. Donald Schon, in his book, The Reflective Practitioner, takes particular note of the way experience triggers a kind of personal theory, and how the process of critiquing and refining that theory is continual, but shrouded in silence (63). It is my belief that any adult who has held a challenging job is a problem-solver who has learned to make sophisticated judgments, even if these judgments have never been described in words, and that drawing on that capacity for critical thinking is an excellent starting point for an adult college education.

MAKING THE COURSE WORK

Our primary goal in "Writing About Experience" is to help students identify the connection between their beliefs and their actions as professionals. I will now discuss the specific assignments, the case study and principles papers, which we developed in order to help students meet this goal. At the same time, I will talk briefly about new classroom approaches, such as peer editing, as well as standard teaching techniques, such as breaking course goals into manageable parts, which we feel help students understand and master the assignments quickly and thoroughly.

I found that the best way to get people started was to keep the opening task for students as simple as possible. I describe the first assignment for the semester as one of storytelling. I ask students to write about an incident which they consider significant even if at this point they can't say what the significance is. The problem with this approach is often identified by the more academically oriented students. They can think of many occurences which have been significant, but which should they choose, and on what basis? For these students, I explain again the fact that each of them has ideas on how work should be done. A counselor of adolescents, for instance, might say that gaining her client's trust through accepting his dress, speech and attitude is an essential first step in establishing a counseling relationship. This idea of total acceptance is what I call an operating principle, the "rule of thumb" that students have learned the hard way, through experience, and which they are applying, again and again, in new experiential situations. The task before them is to decide, for the time being, which operating principles are the most important and to choose an experience to write about which show these ideas in action.

Even with the many ways in which we coach our writers, the first papers I get back on the case study assignment vary widely. Some students are disturbed by the term, problem. Though our use of the term is meant to help students conceive of their work as a series of puzzles, situations which require thinking as well as action, some students think we are implying that there is a problem with their performance on the job. Other students find safety on the periphery. One student who had not yet gathered the courage to discuss the difficulties of his counseling role with welfare families in Boston wrote a detailed description of how the lock and key system worked at his agency's office and who was in charge of unplugging the coffee pot. Some students choose to describe incidents that have storytelling value but little else. I remember a community college counselor describing a student who faked a serious illness in order to get sympathy from her teachers. One day she was seen folding her wheel chair into the back of a station wagon, then getting in and driving away. This story made for great listening, but it didn't work well as an illustration of principles of academic counseling. The imaginary invalid had actually been assigned to another counselor and my student had not been directly involved in the planning of this young woman's studies. The value of a case study, I tell my students, is in the decisions which it allows you to discuss. It must show the practitioner grappling with a typical, significant problem, one in which there are a multiplicity of factors and no easy answers.

But along with a plentitude of false starts, there are always several impressive successes. A mental health coordinator at the state level described her work in developing a pilot intervention agency on the local level. She began by describing the current system of outpatient treatment and its problems in meeting the needs of chronically ill patients. In her essay she outlined the problems of these often forgetten people, many of whom are former hospital patients, who have difficulty finding places to live or work, suffer from isolation and make mistakes with their medication. She desribed her goal of providing consistent, careful monitoring of patients. Then, she outlined the steps she followed in not only staffing her agency and planning services, but in introducing her plans to the somewhat insulated, hospital-based services now in place. She described the diplomacy and confidence she needed to display at each encounter in order to win the cooperation of staff at each program with which her agency would need to interact. In describing these foundation-laying efforts, the student illustrated not only her management and planning skills, but her understanding of the strengths and weaknesses of health bureaucracies and of common problems of our new population of mentally ill.

Another student who is a nurse wrote about the treatment of severe burns. She described not only the specifics of skin grafts and their care, but the relationship between nurse and patient which necessarily develops. She began by describing the conflict familiar to front line hospital workers between tending to the precision instruments of modern medicine and paying attention to the physical and emotional needs of patients. Then she told the story of her work with an individual patient. With the wisdom that comes from experience, she described how it is possible to establish an atmosphere of sympathy and courage while conducting the painful treatments upon which the tedious and lengthy recovery process depends.

It is an odd moment indeed when, at the end of the reading aloud of such dramatic material, the teacher must ask the class to consider the strengths and weaknesses of the author's paragraph structure. I have learned to first recognize the time we all need to react to the content before we critique the form, (it is a shorter time than one might think), but the awkwardness of our transition is in some ways a measure of the usefulness of the course. For the transition is not only from content to form but from work to school. When a student describes the approach she takes to her profession, her role as a student is forever changed. She speaks from a position of strength; her fears of inadequacy as a writer, rather than being compounded by her lack of familiarity with academic terminology are allieviated, at least to some extent, by the conviction she feels about the importance of her work. And the interest she takes in doing justice to that work gives her a new reason to learn to write better.

The commitment people feel to their work provides motivation for learning to write, but the goal of teaching writing is further aided by the complexity and subtlety of situations which practitioner/writers must describe. In thecase history on planning and managing services to the mentally ill, it would have been impossible to follow the action unless the writer carefully defined the problem, defined her role and that of other principle actors, and described each step taken to insert her agency into an existing, conservative system with positive rather than negative results. In the case of the nurse, it was necessary to explain clearly and in laymen's terms the purpose and practice of sophisticated medical procedures, without getting so bogged down in detail that the theme of emotional as well as physical healing was lost. For both writers, it was important to know when to encapsulate events and when to give blow-by-blow accounts, and when to use transitions which summarized progress and directed the reader toward the writer's conclusions. A practitioner writing about how problems are solved cannot help but discover the importance of clear writing, particularly if she faces an audience of friendly but very curious peer editors.

When I speak in class, all heads turn in unison. This does not mean that what I have to say is accepted as truth uncategorically. It means that the adults before me remember school protocol. Judging from the papers that get written, what I say makes an impression on some of the people some of the time: fair enough. But whatever I say, there is the temptation to think that it is typical of things said by teachers. If, with the author's permission, I read aloud in class from a student paper on, say, horse training, and point out a paragraph that needs more detail, I can be reasonably clear and succint because years of experience have made me a confident speaker on the subject of paragraph development. But while my explanation may strike a cord for certain writers, a peer editor can have an equally powerful effect by simply asking, "Could you say a little more about what you were trying to do with that horse?" The writer explains. The listener may comment, "Oh. I've always wondered how that was done." For a moment, we're not in "school." A horse trainer has had an opportunity to describe his work to an interested audience. Yet despite how incongruous this exchange may seem for the writing classroom, an important lesson is being learned. A writer has seen the wisdom of explaining his point more fully, and she has said aloud the words she will need to strengthen a section of her paper.

We can say, then, that the more complicated the situation to be described, the more challenging the writing assignment. And the availability of a peer audience helps adults focus on how well they are getting their messages across rather than on how strange they feel in the role of student. And whenever they edit a paper so that it comes across more clearly, they are learning principles of writing.

After several years of success with the case study, we circled back and began to look for ways to solve the most common problems students encountered in working with this assignment. The case study, as I have said, describes how a problem is solved but also makes a point about the particular profession or field involved. The best case studies are about problems that professionals encounter over and over, requiring careful judgment and balancing of factors. However, choosing an incident to write about that illustrates principles that you are only half sure you hold is a difficult assignment: you can't decide which incident to describe until you decide which of your goals is most important; on the other hand, most practitioners find it difficult to define their goals or prioritize them until they've done some writing about their work. We have come up with several techniques to help students with this chicken and egg dilemma. The most important is to create an atmosphere in the course which allows people to feel comfortable with trial and error. As any composition instructor knows, the best way to teach people to write is to get them writing. To help students begin, I suggest to students that they use what I call the "dart board" approach, imagining themselves blindfolded, aiming missiles at a target across the room. Whatever they write for the first assignment is to be their best guess at what I've asked for.

In addition to building an atmosphere condusive to experimentation, I and the others at UWW who have contributed to the design of the course have organized the semester so that the connection between personal theory and practice is considered repeatedly. On the first day, I ask students to write for 15 minutes about the methods they used to solve a recent problem at work. We read these aloud to each other and I point out to the group which examples come closest to the ideas of the course. Another instructor assigns a pre-writing exercise in which students design a diagram connecting major professional concerns to illustrative examples. Finally, the timing of assignments promotes experimentation. Students are asked to write the first drafts of the two required case studies in the first half of the semester and then begin the revisions of these papers after the mid-term assessment of progress. About one quarter actually discard rather than re-write the first draft of the first case study, having realized that it does not illustrate a principle which is central to their work. Gradually, through trial and error, each writer zeroes in on what works and what doesn't work to solve problems in a particular field of endeavor, and remembers, in sufficient detail, an incident that illustrates these beliefs.

But despite all these aids for getting focused early in the semester, for some students, writing about specific problem solving strategies on the job makes no sense unless it is preceeded by a discussion of the larger personal context from which the vocational choice has arisen. In other words, some people have to tell their stories. Our early experience with autobiography, in which students often struggled unsuccessfully to describe unresolved personal dilemmas, or found themselves embarrassed by too much revelation, led me to try to deflect people from telling their life stories, but I was often unsuccessful. Eventually, I decided it was all in how you handled it. I changed the format of the course so that the semester begins with an assignment which allows different students to do different things. I got the seeds for this idea from Charles Moran, who heads the Writing Program at UMass. Called an introduction, this first assignment asks students to write a mini-autobiography and urges those students who can to identify those interests and concerns which led them to where they are now. To help students avoid getting bogged down or overwhelmed, I keep the description of the assignment light: "Explain your life in five pages!" and I remind them that the introduction is just that, a preamble to our real work this semester. The results are wide ranging. For many the assignment is a killer; for others, something to whet the appetite. I use the paper to diagnose writing problems and to gauge the level of comfort with our subject, the past, before we take on the case study format. Finally, for those students who would have given me their life stories anyway, no matter what the assignment, I have used their enthusiasm to make a positive start on the semester and avoided a haggle before we know each other well.

When we near the mid-semester point, students have written an introduction and two case studies. They have received the oral comments of peer editors and written comments from the instructor. They have listened to short lectures on principles of writing and the connection between ideas and action in the life of a good practitioner. The case study format has allowed them to choose representative situations and put them under the microscope, so to speak, analyzing not only what they did but why they did it. However, even when they are successful in defining a problem and detailing the strategy used to solve it, students find it difficult to take the final step in each case study and draw conclusions that convey a comprehensive approach to problem solving. Because of the difficulty, and the importance, of generalizing from experience, I developed another assignment which is the last major change made in the evolution of this writing course: the principles paper. It's purpose is to nudge writers to generalize; I like to think of it as the flip side of the case study.

When you move from the particular to the general, you need a point of view, an element of writing which beginning students, young and old, often find frustrating. Those of us who have read countless student library research papers know too well the difference between a paper proving a writer has come in contact with a set of facts, and an essay that shows that these facts have been assimilated. An essay without a point of view is, in fact, not an essay. Yet how hard it is to convince students of this fact in the abstract! Part of the problem is that beginning writers have not had enough experience to be able to isolate one element of writing from another. They truly do not understand what we are asking for. But a deeper problem is that many citizens of the modern world are uneasy with the idea that they should have a point of view on anything, particularly one which might imply, or even seem to imply, a critique of the person or agency that issues their paycheck. One student was able to describe orally the methods she had developed for keeping her elderly patients from lapsing into senility. Her approach combined ideas from several schools of thought as well as techniques she had developed entirely on her own. When I asked her to write a case study detailing her approach and the reasons she used it, she brought in a paper which described in brochure language the approach prescribed by her agency. Halfway through reading the paper aloud, she looked up and said, "This isn't what you wanted, is it?"

In explaining the principles paper, I take people back to the first day of the semester and remind them of what was said about training one's own replacement. We had agreed that much, too much, would need to be communicated to the rookie. Could they now try to imagine writing a training manual that would summarize what a practicioner needs to know and be able to do in order to survive and flourish on the job? Placing students in this helping role, rather than that of spokesperson, assists them in getting started on this rather intimidating task. Each segment of the paper begins with an operating principle: " A good practitioner should do x." The writer argues for each principle in the paragraphs that follow, drawing on the full range of his experience and, as confidence builds, arguing for or against what the experts say. As the course draws to a close I can see that some students are beginning to understand what we mean by a link between theory and practice. They know what it means to move from the concrete to the abstract, from individual to universal. When they take other courses, they will know that the theories they encounter are distilled experience, and that they arose in response to particular situations, to fit or fight certain beliefs.

Students leave the course with ideas and convictions they didn't know they had. They go on to take courses which introduce them to a discipline's point of view on their work, but many are equally eager to take courses that have nothing to do with their experience. I believe the confidence gained in the course allows them to step away from the past, and opens them to other possibilities. But in addition to this personal or professional coming to terms, students gain ground as writers. They have had to choose, as short story writers do, one story that stands for many and take charge of telling that story well. They have had to establish a link between beliefs and actions, no small task for any of us! And they have learned that they cannot make much of an impression on an audience without being organized and clear.

"Writing About Experience" is an ideal course for teachers who like to live vicariously. The essays I read are from the front lines of all sorts of human endeavor: designing robots, writing music, boycotting segregated food stores, building a small business. I have found that the best way to convince adult students of their potential as writers is to help them see themselves are thinkers. This is by no means an easy task. Like everyone else, adult students believe that work and school don't mix. They have never articulated the thinking that accompanies their decisions on the job, and they don't know where to begin. Nevertheless, asking students to write about their experience is worth all the trouble. As they sift through the past looking for meaning, as they puzzle through the problems they encounter on the job, older students possess a potential for growth in writing, or for any further learning, which is unlimited.

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Intensive Time Formats
in
Adult External Degree Programs

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A major trend in American higher education is the increase in the number of non-traditional students (Hill, 1987). With the increase in the number of non-traditional students have come calls for educational institutions to better serve these non-traditional students (Aslanian, 1987).

Central Michigan University has been a leader in reaching non-traditional students through its School of Extended Learning, primarily through its extended degree program operated by the Institute for Personal and Career Development. Since 1972, when Central Michigan University began operating its off-campus programs, over 22,000 persons have received degrees, 95 percent of which were at the graduate level. In the 1986-87 school year, over 10,000 students took classes at 47 off-campus program centers located throughout the United States and in Canada

CMU has carefully designed its extended degree program to accommodate working adult students. In addition to offering classes at locations convenient to students, all of the services students need to complete their degree are offered through the local program center offices. Students apply for admission, register for classes, and purchase textbooks at the program center. Academic advisors are available to meet with students at the center office and students can contact the local CMU staff when they have questions or need help. Library services are available by use of a toll-free number with a turnaround time for requests of 24 hours.

CMU also attempts to meet the needs of non-traditional students by offering courses in a variety of time schedule formats. CMU schedules some classes with a traditional time format where classes meet for either three or four hours for one evening per week. CMU also schedules classes with less traditional, more intensive, time formats such as weekend classes which meet up to eight hours per day.

While the use of intensive time formats has been recommended by some (Huddleston and Hendry, 1983; Hall, 1980) and criticized by others (Bailey, 1979), there has been relatively little systematic empirical research on this issue. Research, which has been done, has generally supported the use of intensive time formats, however, most of this research has focused on relatively few classes and/or courses.

This paper will focus on the use of intensive time formats, such as weekend classes, in adult external degree programs. First, this paper will describe the results of a study conducted at Central Michigan University which compared a wide range of classes taught one evening per week with other classes which were taught with a weekend format. In addition, as weekend classes at Central Michigan University's extended degree program were taught with a two, three, or four weekend format, this study also compares weekend classes taught with these different number of weekends. This paper will then describe the professional development activities conducted by CMU to assist faculty in offering quality off-campus courses in both traditional and more intensive time formats.

Methods

This research is based upon data from 341 graduate level classes offered by CMU's extended degree program in 1986 taught with either a weekend or one weeknight per week time format, a fifty percent sample of all such classes. Of these classes, 121 were taught with a one night per week format. All but 17 of these 121 classes met for nine weeks with one four hour class per week. While this time format is somewhat more intensive than a schedule of one 2 hour and 50 minute class per week for 15 weeks which is used for many graduate classes on-campus, it is a much more traditional time format than the weekend time formats.

The other 220 classes meet with a weekend format. Of these weekend classes, 28.6 percent met for four weekends, 36.8 percent for three weekends, and 32.3 percent for two weekends. Classes which met for two weekends generally met four hours on Friday night followed by eight hours of class on both Saturday and Sunday. Classes which met for three weekends generally met for four hours either on Friday night or Sunday morning and for eight hours on Saturday. Classes which met for four weekends generally met for three hours Friday evening and six hours on Saturday. Weekend classes generally met on alternating weekends.

Data used in this research were obtained from information about classes presented in course outlines, from records of instruction characteristics, and from grade lists. Evaluations of the class made by students and by the instructors were also utilized

Results

Course characteristics

One night a week classes were larger than weekend classes. One night a week classes had an average of 24 students per class compared to 20.7 students for weekend classes. Classes meeting for three weekends were the largest of the weekend classes with an average of 23.3 students, while two weekend classes were smallest with an average of 17.9 students. Time format of classes was not related to the type or level of the classes offered.

Time format had no significant effects on the number of textbooks required for the class nor on whether additional course readings were required. Time format did, however, have some effects on class assignments (see Table 1) and on the criteria used for grading students (see Table 2).

Classes taught with a weekend format were more likely to require a term paper but were less likely to require other written work and had fewer exams than one night a week classes. Time format had no significant effects on the format of exams nor on whether oral presentations were required. The number of weekends that weekend classes met had no effect on course assignments.

Consistent with the course assignments, grading criteria used in classes meeting with different time formats differed in some respects. Term papers and class participation were both more likely to be used as grading criterion in weekend classes than in classes meeting one night a week. Viewed in another way, however, grading criteria were more similar than different in classes taught with the different time formats. In both cases exam scores made up over one half the student grades and the average weight of each of the other criteria used in grading students differed by less than five percent between weekend and weeknight classes.

Instructor characteristics

Female instructors were more likely to teach one night a week classes than weekend classes. Campus faculty were more likely to teach classes with more extensive time formats; more likely to teach weekends than one night per week and more likely to teach classes meeting for two weekends than classes meeting for four weekends.

Classes with more intensive time formats were also more likely to have instructors with doctoral level degrees than the less intensive formats. Finally, classes taught with the one night a week format were more likely to be taught by instructors who do more teaching for CMU's extended degree program each year than classes taught with the weekend formats. There were, however, no significant differences in the race of the instructors teaching classes on weekends or one night a week.

Instructor evaluations

Instructor reports of the academic quality and rigor of their class were not affected by the time format of their class. Instructors of more intensive format classes did perceive their students as more motivated, but otherwise time format had no effect on instructors' perceptions of their students.

Student Outcomes

While it is important to determine how time format of a class affects how a class is taught and who teaches it, it is also extremely important to determine if time format has effects on student outcomes. Two important student outcomes are the grades students receive in their classes and the evaluations students make about their classes.

Student Grades Time format had no significant effect on grades. The class average of student grades for classes taught one night per week was 3.52 while the class average for classes taught on weekends was 3.55. In weekend classes, student grades were no different in classes meeting for two, three, or four weekends.

Student Evaluations At the end of each class offered by IPCD, students in the class complete a 24 item questionnaire evaluating various aspects of the class. Student responses on these 24 items were factor analyzed which produced three factors.

The first of these factors included 12 items which reflect the students' general evaluation of the class and of the instructor. The internal reliability of this factor was very high, Cronbach's alpha of .98.

The other two factors were measured by two questionnaire items per factor. One factor related to the students' evaluations of the fairness of the instructor's evaluations of students in the class. The internal reliability of this factor was lower but still acceptable, Cronbach's alpha of .74. The other factor dealt with the students' evaluation of class difficulty. The internal reliability for these two items was also high, Cronbach's alpha of .83. The effect of time format on the average scores on these three scales is shown in Table 3.

The mean score on the scale measuring overall evaluation of the class (where scores could range from 5, most positive, to 1) was 4.30 reflecting that students are quite satisfied with their classes. Students indicated somewhat higher overall satisfaction with their class when it met on weekends ($\bar{x} = 4.37$) than for classes meeting one night per week ($\bar{x} = 4.17$). The number of weekends that weekend classes meet had no effect on the students' overall evaluation of the class.

Weekend classes were also evaluated more positively on two items on the scale which must directly measure student perceptions of the outcomes of the class. Students in classes meeting on weekends stated that they had learned more in their class than students in classes meeting one night per week, ($\bar{x} = 4.54$ vs $\bar{x} = 4.40$, $p < .001$). Students in weekend classes also stated that their interest in the subject matter of the class was stimulated more than did students in classes meeting one night per week, ($\bar{x} = 4.37$ vs $\bar{x} = 4.18$, $p < .001$). Furthermore, students in weekend classes said they would be more likely to recommend the class to a friend than did students in classes meeting one night per week ($\bar{x} = 4.34$ vs $x = 4.18$, $p < .01$). As was the case for the overall scale scores, the number of weekends that weekend classes met had no effect on student responses on these three items.

Students in weekend classes also evaluated the instructor's evaluation of students as fairer in weekend classes ($\bar{x} = 4.29$), than in one night per week classes ($\bar{x}$ = 4.19). Students in classes meeting for two weekends evaluated the fairness of the instructor as higher than in classes meeting for either three or four weekends. While students expressed higher satisfaction with classes meeting on weekends, they also reported that weekend classes were somewhat more difficult, ($\bar{X}$'s of 2.57 vs 2.47, $p < .05$).

To determine possible reasons why students evaluated weekend classes more positively, variables which were related to both the students' overall class evaluation and to the time format for the class were identified. While many variables studied were related to one or the other of these two variables, only five variables were significantly related ($p < .05$) to both; the class size, the number of courses an instructor taught for the extended degree program in 1986, whether the instructor possessed a Ph.D. degree, whether a term paper was required, and whether other written work was required.

To determine if these five variables could explain why weekend classes were evaluated more favorably, a partial correlation coefficient was calculated between time format and overall student evaluation holding constant these five variables. This partial correlation coefficient, $r = .27$, was virtually identical to the zero order correlation, $r = .26$. This indicates that, while differences in these five variables do exist between classes meeting with the different time format, they are not the reasons why weekend classes are evaluated more positively.

Discussion

For educational programs which rely heavily on intensive time formats, as does CMU's extended degree program does, the results of this study should be encouraging. While some differences do exist in the structure of weekend vs. one night a week classes and in the characteristics of instructors of these two types of classes, students evaluate their class and instructor even more positively in weekend classes than in evening classes. Furthermore, on questions which most directly relate to student perceptions of the value of their class (e.g., how much they learned, how much their interest was stimulated in the subject matter, and whether they would recommend the class to a friend) students in weekend classes responded more positively then did students in classes meeting one night per week.

The reason why weekend classes are evaluated more positively by students than classes meeting one night per week cannot be determined from the results of this study, but many plausible explanations can be ruled out. While student grades affect how students evaluate their classes, grades were similar in classes with both time formats. As discussed earlier, five variables which were found to be significantly related to both time format and student evaluations did not explain the differences in student ratings.

Given that overall student grades are the same in weekend and in one night per week classes, one might conclude that no differences in student learning occur between classes with these two time formats. Such a conclusion, however, must be made with extreme caution. While grades of individual students within a class may reflect student learning, as well as student ability and effort, one should be very careful about concluding that classes with a higher average grade have learned more than a class with a lower average grade. This is because most instructors use, either explicitly or implicitly, a class curve when assigning grades within classes to produce about the same overall grade distribution in one class as in another class, Davis (1966).

While this study does not have any data which directly measures student learning, Doyle (1978) and Doyle, et al (1980) found that student learning with a weekend format was equal to student learning in one night per week classes. In both these studies, however, the comparison of time formats involved relatively few students taking only a single class.

Professional Development

Central Michigan University is committed to improving the quality of instruction in our classes. Preparing our faculty to teach effectively is complicated by the broad geographic distribution of the over 500 instructors who teach in this program. To assist these faculty, Central Michigan University conducts a number of professional development activities.

Faculty development programs become a critical need when dealing with instructors who live long distances from each other and never see one another in the classroom setting. Traditional university work provides opportunities for support and interaction by virtue of having offices in one building, scheduled faculty meetings, and university activities. In a university-without-walls setting, however, such contact has to be created.

One of our faculty development activities is faculty development seminars (offered in five geographical areas throughout the United States). During these day-long Saturday sessions, representatives from the "home" campus in Mt. Pleasant come to discuss the current state of the extended degree program and to report on the most recent evaluations of students and classes. In addition, the librarian assigned to that area's faculty members provides an update on library services. The day also provides time for faculty to meet in work groups according to the courses that they teach in order to share problems and solutions and to establish a support network.

The final session of these meetings utilizes a video tape of our Round Table I: Teaching Adults in the Compressed Format. This Round Table which is directly relevant to the issue of intensive time formats brought together some of our most experienced faculty from around the country for a day and a half of discussions focused on how to best teach within intensive time formats. In the discussion, the group brainstormed about possible problems involved with intensive formats and developed many possible solutions. Six areas which were discussed were: the first class session, the negotiating adult, absences of students and instructor, the fatigue factor, written assignments, and evaluation of student performance. The content from this and subsequent Round Tables, which have addressed math anxiety and improving writing skills, has added significantly to the body of knowledge of adults in higher education.

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Table 1. Effect of Time Format on Class Assignments
1986 Graduate CMU Extended Degree Program Classes (in percents)

	One Night Per Week	Weekends	Number of Weekends Four	Three	Two
Exams:					
Number of Exams:					
0	10.0	6.0**	5.0	8.2	4.3
1	20.8	34.4	40.0	37.6	25.7
2	52.5	52.1	50.0	48.2	58.6
3 or more	16.7	7.4	5.0	5.9	11.4
	(N=120)	(N=215)	(N=60)	(N=85)	(N=70)
Final Exam Contains Essay Questions:	72.2	58.1	55.6	48.9	72.2^{+}
	(N=54)	(N=117)	(N=36)	(N=45)	(N=36)
Final Exam Was Take Home:	27.9	21.8	16.0	30.2	15.2
	(N=43)	(N=101)	(N=25)	(N=43)	(N=33)
Term Paper Required:					
Yes	34.7	51.4**	62.9	43.5	50.7^{+}
No	65.3	48.6	37.1	56.5	49.3
	(N=118)	(N=216)	(N=62)	(N=85)	(N=69)
Other Written Assignments Required:					
Yes	63.8	49.0*	50.8	43.4	54.0
No	36.2	51.0	49.2	56.6	46.0
	(N=105)	(N=198)	(N=59)	(N=76)	(N=63)
Oral Presentation Required:					
Yes	50.0	41.1	42.6	44.6	35.7
No	50.0	58.9	57.4	55.4	64.3
	(N=116)	(N=214)	(N=61)	(N=83)	(N=70)

*** $p < .001$
** $p < .01$
* $p < .05$
+ $p < .10$

Table 2. Effects of Time Format on Criteria of Instructor's Evaluation of Students, 1986 Graduate CMU Extended Degree Program Classes

	One Night Per Week (N=112)	Weekends (N=203)	Number of Weekends Four (N=56)	Three (N=82)	Two (N=65)
Activity Used in Student Evaluation (in percents)					
Exams	88.4	94.1+	92.9	92.7	96.9
Term Paper	34.8	46.8*	50.0	42.7	49.2
Other Written Work	49.1	38.9+	42.9	34.1	41.5
Other Work	31.3	22.2+	25.0	22.0	20.0
Oral Presentation	24.1	25.6	21.4	28.0	26.2
Class Participation	55.4	71.4**	83.9	78.0	52.3***
Weight of Importance of Activity (Average Percent of Grade)					
Exams	54.2	51.8	46.5	51.3	56.8+
Term Paper	10.3	13.9+	15.1	12.8	14.3
Other Written Work	16.3	11.9+	13.9	10.5	11.7
Other Work	6.7	5.6	6.5	6.0	4.4
Oral Presentation	4.4	4.9	5.6	5.0	3.9
Class Participation	8.0	11.8**	12.3	14.0	8.6**

*** p < .001
** p < .01
* p < .05
+ p < .10

Table 3. Effects of Time Format on Student Evaluations 1986 CMU Graduate Extended Degree Program Classes

	One Night Per Week (N=117)	Weekends (N=204)	Number of Weekends		
			Four (N=52)	Three (N=85)	Two (N=67)
Evaluation of (Mean Scores)					
Class and Instructor	4.17	4.37***	4.38	4.33	4.43
Class Difficulty	2.47	2.57*	2.49	2.64	2.55
Fairness of Instructor's Evaluation of Students	4.19	4.29*	4.24	4.25	4.39*

*** $p < .001$
** $p < .01$
* $p < .05$
[+]Scores range from 5 most positive possible to 1 most negative possible.

Renovating Innovation: the Challenge of Maturity in the Innovative College

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This paper examines the life cycle of academic program innovation, with particular attention to the challenges of keeping the innovative spirit alive within contemporary nontraditional institutions that are themselves "aging." For this discussion, I define program innovation simply as the institutional effort to create more effective responses to the changing academic needs of students. My focus is on program structures rather than curriculum, and my definition is intentionally broad in order to encompass as wide a range of program innovations as possible, whether they be created afresh in response to some new perception of need, or come about through relatively modest adaptations in existing structures and services. Sustaining the vitality of the change process in response to student need is at the heart of the matter in either case, and not every change must be dramatic in order to be significant.

The paradox that confronts us, however, is that while everything around us changes with astonishing rapidity, the consequence of any successful innovation in education is a body of practice, policy, lore, and belief that becomes harder to change the more profouhdly it succeeds. Since no educational program endures without a record of what worked and why, it is the code of past practice which enables it to survive at all. Thus the history of an innovation tends to define its future, and what was once new tends over time to be defined by its tradition. Once established, the pull of tradition on the innovative spirit can all too easily lead to the devotion of more and more energy to building and maintaining the code of right practice. Over time, therefore, subsequent innovations will tend to be shunned because they would threaten the code and deflect the energy devoted to its maintenance. The risks in this pattern are two: first, a tendency toward complacency, in which an institution's senses become dulled and it does not recognize the need for change until too late; second, often in over-reaction to belated awareness, sudden change--overly dramatic, unplanned, and highly risky.

These risks are no less real in "nontraditional" institutions today than in "traditional" ones. We both grow more hidebound as we age. The older and more established the program, the more encrusted it will tend to become and, I fear, the less likely "strategic planning" is to identify and correct the underlying causes of the malady. It is a phenomenon well known in industry but hardly recognized in higher education, for the simple reason that we have very few "mature" innovative programs in this country and we are only beginning to place a premium on our ability to nurture continuing change across the broad front of American higher education. Yet that of course is what we must do as the price of the residential college rises, the need for higher education becomes more pressing and more diverse, and technology presents us with ever more flexible and cost effective modes of delivery. I find it a little frightening that at a time when so much in our society argues for innovation, the traditionalists seem firmly in control of the educational agenda.

Innovation, good or bad, is likely to occur when the costs of maintaining a traditional way of doing things are at last perceived to outweigh the benefits. In 1973 the Arab oil embargo led to the phenomenal rise in fuel-efficient imported cars in this country and to the subsequent multibillion dollar effort to restructure our domestic automotive industry. The state of New York recently passed legislation curtailing the traditional hospital schedule for medical interns and residents. Thirty-six hour shifts and 100 hour weeks were finally determined to cost more in medical mistakes than they produced in quality of training and savings in personnel. The solid waste disposal problems of New York City and other urban areas seem at last to be convincing the public of the need for mass recycling.

Even when we change, however, there's no guarantee that we'll move far enough, fast enough, or effectively enough to avoid disaster. The verdict is not in on American automobile manufacturing, nor on the question of recycling. Richard Foster of McKinsey and Company cites innumerable examples of American corporations who could not see their way into the future clearly enough to avoid catastrophe. National Cash Register, for instance, refused to switch from electromechanical to electronic cash registers in the early 1970s. NCR judged the microcomputer to be peripheral to its business rather than the heart of its future. In consequence, the company wrote off $140 million worth of unsellable cash registers in a single year and saw its market share drop from 90% in 1972 to 10% in 1976 (Foster 140-141).

Foster's book, Innovation: The Attacker's Advantage, aims at American business, but in his concept of the S-curve of innovation he provides an analytical tool for higher education as well. The life cycle of any new product begins with an intense effort in which much time and energy are spent on its development with apparently little result. The product (or process) is at the bottom of its S-curve, perhaps full of potential but with an uncertain future. At some point, however, a good innovation will break through and become astonishingly successful. Sales multiply, development costs are repaid many times over, the product moves rapidly up the steep slope of its life cycle. Developers continue to tinker, adding refinements at little extra cost. Sales hold strong. Then it becomes apparent that further improvements are gradually becoming more costly and are not offset by additional increases in sales. The product's life cycle levels out. It has reached the top of its S-curve, and it is vulnerable to any competitor with a new product or process that is just beginning to ascend its own S-curve by means of an improved technology (89-111).

Foster cites innumerable examples of such transitions: from sailing ships to steam, from radio tubes to transistors, from bias ply tires to radials, from electromechanical to electronic cash registers, and so on--each muscling the old technology out of the way as it took over its field. And while every "mature" product is clearly vulnerable at the top of its innovative curve, its real vulnerability begins much earlier, when it is in its prime and seems able to outgun all pursuers. It is then that complacency does its worst, blinding a company to threats that may one day emerge from competitors. In effect, the successful business engages in a continual series of linked developmental S-curves, moving from one aging product or process to the next emerging one, ceaselessly pushing its development team to the next frontier of innovation. In this ideal pattern there are two elements: one is to search for the next breakthrough; the other is to discover the limits of present technology. It is no less important to know how far it is practicable to go with your present system than it is to know where, when, and how to leap to the next (61-86).

Shift this paradigm to the American university and a variety of disturbing applications comes to mind. One has to wonder, for instance, how much longer the funding structure of our higher educational system can endure, with prohibitively expensive private colleges on one extreme, underfunded public institutions on the other, and an estimated $20 billion in overdue building repairs eroding both (The Chronicle of Higher Education, July 27, 1988, A13). Or again: how much longer can three thousand American colleges and universities afford to build and maintain their own separate library collections? And have we found no way to teach students at reasonable cost in our universities, short of penning them up in herds of hundreds to get what they can from a harrassed graduate student or exploited part-time faculty member?

These features of our landscape strike me as indications of a system at the top of its S-curve, and while social structures as large as higher education change more slowly than individual corporations they are not invulnerable to it. When the change comes it may be shattering simply because it has been so long delayed. For the past few years the call for educational reform in this country has been dominated by traditionalists, and because they have controlled the terms of the argument so effectively we have been preoccupied with questions of basics, of core curriculum, of the sanctity of Western civilization, of standards, and the like. While some of that discussion has been salutary, for it has brought us back to a sense of the urgency of the issue, I think it has obscured the need for still more fundamental change.

Not long ago, corporate-run degree programs caught the attention of American academe. They arose in frustration with the academy's inability to educate the American workforce adequately, and the academy perceived them as a direct threat to its conventional university structures. As the traditionalist debate heated up, however, the spotlight shifted to changes within the academy that would "correct" it. Nervousness about corporate colleges seemed to fade. Yet the "threat" from the outside still exists: the threat that from some unforeseen quarter a whole new way of educating people will emerge and prove itself more effective than present structures allow. Telecommunications is perhaps the most obvious, most powerful example. At present we have only the dimmest idea how the computer, the VCR, the interactive videodisk, the videophone, the electronic seminar, and teleconferencing will impact higher education. Yet there is no reason to think that the impact of telecommunications on students will be any less dramatic than on everyone else in our society. By early in the next century a student will surely be able to obtain first-rate college and graduate education entirely through personally owned electronic devices, and at a fraction of the cost of residential education, public or private. The growth in telecommunicated instruction will be as exponential as the growth in computing power itself.

We have a stake, then, in staying out in front of change. That does not mean that we should rush headlong into it, or that successful innovation is synonymous with constant motion. Innovation for its own sake will not save anything, and any institution needs time to catch its breath, to reflect and assimilate, before it takes its next step forward. But we can direct change to worthy ends only if we anticipate it. Innovation ought neither to be a spontaneous nor a reactive undertaking, but a proactive one, intentional and thoughtful even when apparently swift and decisive. It exists, in other words, in the context of leadership: without leadership and without foresight, innovation becomes chaos. Goddard College in the 1970s affords an illustration of an institution that lost its bearings under the pressure of change and nearly closed its doors in consequence. It illustrates both the costs of ungoverned change and, paradoxically, how change itself can set in motion a direction difficult to alter.

Case Study One: Scripting for Decline

Goddard College always operated outside the mainstream of American higher education and would by any measure be regarded as an innovative institution. Founded in 1938, it purred quietly along for thirty years in the hills of rural Vermont, thoughtfully applying the philosophy of John Dewey to the education of the small number of students venturesome enough to enroll in its unique program. That program was student-centered. Curriculum took personal definition from the needs, interests, curiosities and experiences of students, whose frames of reference were gradually broadened by faculty who asked more questions than they answered. The campus was small, informal, and unprepossessing--a lot of empty land, a collection of converted farm buildings, and a few modest dormitories.

By the late 60s what had kept the college small proved explosive. Mixed together, the values of Goddard and the ethos of counterculture drove it from a self-possessed institution of less than 500 to a frenetic one of 2000 in the space of about four years. The college embarked on a major building program and mortgaged itself heavily. There seemed no reason for concern: federal construction loans were easy to obtain, admissions applications were strong, the future seemed bright.

It was exactly at the height of its success that Goddard confused euphoria with innovation and took its first fatal steps toward decline. For reasons that are not clear--perhaps in the belief that it was the next logical thing for a student-centered institution to do, or perhaps because the College was so popular that admissions commanded too little attention from senior administrators --whatever the reason, Goddard in 1971 turned its admissions office over to students. In hindsight of course the decision seems ludicrous, for the students in turn determined that normal admissions practices were no longer necessary. They stopped high school visitations, threw out the records of previous visitations and application sources, and began to require all applicants to have an on campus interview with the student admissions committee. The consequences were immediate and catastrophic. By April, 1971, admissions inquiries for the year totalled 11,579; by April, 1973, they had fallen to 7,584. Total applications received by those dates fell from 1,045 in 1971 to 487 in 1973. 369 new students enrolled in the fall of 1970; only 172 entered in the fall of 1973.[1]

By the spring of 1973, the consequences of these practices were sufficiently apparent that the college once again hired a professional staff to rebuild its admissions program. At first, the effort met with some success--inquiries, applications and new enrollments rose 10% in the next year--but it was hampered by the energy crisis of 1973-74 and the general economic recession that followed. The economy exacerbated the college's general financial weakness, in turn curtailing funds for admissions staffing and recruitment. Admissions numbers levelled off. In July, 1975, a new president came on board. In August, again for reasons that are not altogether clear, he dismissed the dean of admissions and replaced him with a senior student. The president may have felt the admissions staff was pursuing methods too traditional for Goddard's needs, that it was not student-centered enough, or that it was not aggressive enough in what it undertook. In any case, the immediate result was unfavorable. The rest of the admissions staff resigned. The student director cancelled plans to visit secondary schools and discarded the college's major new promotional publication, produced at considerable cost by an outside consulting firm and scheduled to be used that fall. Not a single copy ever passed into circulation. Thus Goddard entered the recruiting season in 1975 with no admissions staff, no intention to make the normal round of recruiting visitaations, and no marketing publications other than the catalogue.

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[1] These figures are taken from my personal files and correspondence.

The trustees removed that president within a year, but it was too late to return the Resident Undergraduate Program to health. Fortunately, Goddard's adult programs had escaped this turmoil and throughout the '70s they continued to thrive. Had they not been able to soak up some of the deficit, the college could not have remained in operation. By 1979, enrollments still numbered nearly 2000, but the proportions had been reversed--some 75% were off-campus adults, and only 25% were undergraduates in residence. Yet strong as they were, the off-campus programs could not entirely offset the financial drain of the Resident Undergraduate Program. Four or five off-campus students were required to equal the revenue of one in residence, but funds to support the level of marketing required to achieve that goal were not available. Goddard was in a downward spiral that became a tailspin in 1980. In that year, the college sold some of its land and all of its external degree programs in an effort to obtain enough cash to satisfy its creditors and keep its Resident Undergraduate Program alive. Its accreditation was put in jeopardy, its enrollments sank below 100. Today it continues, accreditation restored but still very small, spiritual father to most of us, trying to overcome the folly of its leadership fifteen and twenty years ago.

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The Goddard example may be extreme, but it is instructive. First, it illustrates the dangers of complacency. At the height of its apparent success in 1970, the college sowed the seeds of its near demise in 1980. Second, it illustrates the consequences of poor leadership. Off and on throughout this period Goddard had able leaders, but it never placed them in office soon enough or allowed them to stay long enough to get leverage on the problems besetting the college. Method, reason, and foresight could not compete with ideology at the height of the counterculture tide, and even later they were regarded with ambivalence. Third, it illustrates the consequences of rapid, radical, unplanned change. I've said that strategic planning goes only so far to protect the capacity for innovation, and I will expand on that point in a moment, but it is also true that good planning is essential if the institution's ecology is to support innovation at all. Had Goddard a planning process in operation in the late 1960s, it might have spotted its position on the S-curve more realistically, seen its extraordinary popularity to be ephemeral but used it to establish an endowment and obtain other sources of long term financial security, and balanced the relationship between its resident and external degree programs. Had it planned effectively, it might have been able to use its external programs to take full advantage of the decade of the adult learner, the 1980s. Instead it sold them all. Paradoxically, Goddard, for all the change it saw, was the prisoner of its past, unable to change the script it wrote for itself.

Good strategic planning joined to its naturally innovative spirit would have enabled Goddard to avoid disaster. Planning by itself is not enough to protect an institution's future. The difficulty with strategic planning is that it inevitably tends to focus on the pragmatic, the concrete, the knowable. It is charged with finding practical answers to problems already essentially identified. Themes are assigned and plans are worked up with specific goals, steps and resources in mind as outcomes. Plain and simple, there is not enough "what if" in it, either in terms of critical analysis or in terms of future dreaming. This problem is surely more characteristic of nonprofit social institutions like education than it is of entrepreneurial ones, but it is no less life threatening to innovation. For the analysis of the S-curve of an innovation can deal only partly with knowns, and conjecture about alternative futures can only be tied in part to what we can foresee today. Innovation by its very nature contains surprise, and there is little surprising about strategic planning. It is the unlooked for threat, or the one not taken seriously, just as it is the unforeseen opportunity, that can make all the difference.

To illustrate this point, as well as some others about innovation, let me cite two slices of recent history at Empire State College, a "failure" and a "success."

Case Study Two: A Script in Search of Actors

By any reasonable measure, Empire State College of the State University of New York has been phenomenally successful. That any institution operating under such a radically alternative structure can survive in a state bureaucracy the size of New York's is itself remarkable. Empire State College today offers undergraduate and graduate programs through 45 locations across the state; its Center for Distance Learning enrolls students nationwide. Nearly 6000 students are enrolled at ESC, and the College has graduated over 14,000 since it was established in 1971. The college has also had a strong planning process in operation for many years, engaging every office and regional learning center in the tasks of analysis, goal setting, and resource allocation. Plans are updated every two years and look forward five. Neither the college's success nor its regular self-examinations, however, have immunized it against a range of challenges that I associate with "aging."

The "failure" at Empire State which illustrates part of this point is my own, and it has to do with my efforts over the past year to launch an experimental learning unit--an office of the college serving a specific community, using a different academic calendar and following different practices with regard to student guidance, study programs, and the like. In the early years of ESC, about 75% of our students enrolled full-time, studying at the rate of a credit a week, 16 credits in sixteen weeks. About 25% enrolled half-time, earning 8 credits in sixteen weeks. Those ratios have now reversed themselves, and since it takes two half-time students to make up one full-time student, with virtually the same paperwork involved for faculty and staff, workload has increased substantially for everybody. At the same time, our attrition rate has increased as well. In the early years we graduated nearly two thirds of our students; now we're graduating just over one third.

I had wanted for some time to try a new approach to reversing these trends, but the catalyst occurred in the course of a study visit to the British Open University in the spring of 1987. That was the first instance of the unforeseen: more surprised than I had anticipated, armed with more ammunition than I expected, I returned to ESC and fired up my project for an experimental program. The idea was to design a program that would enable students to study at a slower pace than "full-time" yet more than "half-time," build into it more structural supports than we presently provide, and streamline workload. In the early months it enlisted a great deal of faculty support. Then it stalled, and for a reason I did not anticipate. For the first time in years, Empire State fell short of its enrollment target in 1987-88, and when the trend emerged in early winter, the faculty were asked to mount a concerted enrollment drive. For the rest of the academic year, all their energy went into recruiting new students in their local communities. They had none left for designing a project intended to free them of just such mad scrambles. I had a script for an experimental unit and no one willing to play a part in it.

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There are a number of observations that can be made about innovation and renovation from this experience. First, a project of this sort could not be launched at all without the full support of the president and other senior officers. Nor could it get anywhere without the support of the faculty. Communication, trust, and a climate that encourages (and rewards) enterprise at every level are all essential. Second, it underscores the need to undertake an innovative project from a position of strength not weakness, and early not late, for if you wait until you are under attack all your energy will go into repelling boarders. Again, knowing your point on the S-curve and starting early to look ahead are key strategies for change leaders.

Third, it highlights the wisdom of having a process in place for institutional renovation that is both more fundamental and more far-reaching than strategic planning alone. No plan is infallible. We focussed our college planning cycle on marketing four years ago, and at that time identified competition for adult students as a future threat. Yet we did not take action sufficient to avoid last year's difficulties. We did not take the threat seriously enough and we did not devote enough resources to overcoming it. We assessed the threat as largely external, something that louder drums and bugles would drown out, but then we did not beat our drums and sound our bugles loud enough to do the job. Equally important, in my judgement, we paid insufficient attention to the internal aspects of our program that might be aggravating the problem, like the complexity of our structure, the loneliness of independent study, the pace of our academic calendar, and so on. In consequence, when the problem struck, too much institutional energy had to be diverted on short notice to battling its symptoms at the expense of longer term projects that might address underlying, causative issues.[1]

Again, in my experience it is difficult for the planning process to avoid a certain myopia. It moves toward tangibles and is centrifugal, identifying concrete steps to be taken and the concentric layers of personnel who will carry them out. Questions about more fundamental change in the way a college works with students and moves them toward their degrees, or of the kind of institution it should be twenty years from now, do not often find their voice in the normal planning cycle. Some other, underlying process must be in place to raise them. Strategic planning does not create a vision of the institution; it only helps to shape it.

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[1] It is worth noting that the College has now emerged from its enrollment dip and has underway both a more effective promotional program and a review of its academic systems and procedures, in hope of streamlining them.

Case Study Three: A Script for Action

For several years my learning center has been involved with corporate educational programs. As an example, we were approached in 1983 by Bristol Laboratories in Syracuse with a request to consider locating a faculty member in the company to coordinate educational programs for their employees. The company underwrote the special costs associated with the project, we agreed to an initial enrollment of ten students, and started almost immediately. The next year the company doubled the enrollment; the third year we increased to thirty students. The company paid student tuition, salary and benefits for a full-time faculty member (replacing our person "on loan" in the company), and ancillary costs. We could not have done any of that without what Peters and Waterman call a "champion"--in this case, a faculty member willing to take on a new challenge and make it work (119-155). We responded quickly to the initial request, with no real experience in corporate environments, and in the face of some overt faculty criticism. We felt our way along, and it worked. But the story has another chapter.

In August, 1985, we met with Bristol officials to renew our contract, and we laid out a growth chart which moved us to 50 company students over the next eighteen months. Sixty days later Bristol-Myers announced that it would close its Syracuse laboratory facility the next summer. 2000 employees were to be laid off or transferred; our partnership would end. With two years' experience behind us, however, we did not want to give up so easily. We knew that we worked well with corporations and served their employees effectively. We were up-beat, confident, and had the energy for further change borne of present success. In the space of a day's meeting with our Bristol counterparts in late October, whom we used as consultants and fellow strategists, we outlined a very different program, one that would combine periodic week-end residencies with supervised independent study and be open to employees from any company in the area. Students would have to be sponsored by their companies. The companies would underwrite both tuition and the special costs of the program.

Empire State College's FORUM program began in September, 1986. It presently enrolls 45 management students from twenty-two companies in central New York, all sponsored by their employers, and it has become something of a showcase for the college and for SUNY. The program did not surface as an idea in any strategic plan, though the planning process prepared the ecology of the center to take it on and has taken account of it since. It came about through the special pressures of need and opportunity, and by giving its champion both the space and the support to make it work. We did not know that it would work. We felt our way along, revising in light of our experience and what our students told us. At exactly the right moment, though not the one we expected, we made the leap to the next

S-curve of innovation. Where this one will lead we can't be sure.[1]

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Renovation is an ongoing challenge for all of American higher education, but those of us who work in pioneering programs and institutions face the still more difficult task of renovating innovation itself. We can misread the needs of our clients, or overestimate the strength of our present position, or underestimate the competition, or bet on the wrong turn in the path ahead. But most of all, our difficulty lies in the fact that, quite simply, doing anything out of the ordinary requires enormous energy. It is far easier simply to rest on our laurels. The older we get the greater the urge to ride on a float instead of clearing the route for the parade. If we are to continue to thrive, we must continue to change successfully, and if we are to do that, these would seem to be the principle features of our success:

1) Mission is to our institutional ecology what oxygen is to our natural one. It defines our biosphere. It establishes our context and allows innovation to grow or chokes it off. It is essential that we return to our root questions with some regularity: what is our charge? What marked us as innovative in the first place? Does it still pertain? How have conditions changed? How should we change? If Empire State

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[1] The development of this program also illustrates another Peters and Waterman principle: "Ready. Fire. Aim." See pages 202-223 of In Search of Excellence.

College's mission did not specifically charge us to develop alternative educational programs for students who cannot take proper advantage of residential education, not only would we not have changed since we began, we would not now exist.

2) Leadership translates mission into action. It articulates the vision of the institution and demonstrates its seriousness. It keeps the channels of communication open so that ideas can be heard; it judges the timing, measures the pace, and sets the limits on changes that are undertaken. It makes clear the incentives and rewards of innovation, seeks out and empowers champions, and above all, perseveres. Inspiring change is difficult, effecting it nearly impossible; the only way to bridge the gap between the idea and the act is through perseverance.

3) The "Greenhouse" is a way to insitutionalize opportunities for critical review and for the conjuring of new ideas, without embarrassment or fear of reprisal. Some mechanism ought to be in place whereby an institution is able to step aside for a look at itself and its future, a regular opportunity to give "What if" a hearing. There may be one "greenhouse" group or several. They should meet off-campus, regularly but not frequently--at least annually but no more than quarterly, and their work should inform but not be confused with strategic planning.

4) Resources fuel the engine. No group of people will change its way of doing things without adequate incentive. Job survival is perhaps the exception, but by the time one resorts to "change or else" one is talking about desperation, not innovation. Translate resources as time and money, the two commodities in most demand and least supply at every university I know. Yet, while some things can be done without them, and while little will come of them in the wrong hands no matter how available, nothing substantial and endurable will happen without them. Empire State College received massive grants in the early 70s to assist its launching; the ESC graduate program ran for its first three years on a FIPSE grant; corporate sponsorship enabled us to provide both replacements and professional development money for our regular faculty teaching in FORUM. Without such resources, any new venture will be perceived as a threat to existing structures, a siphon on its resources, and opposition to it will be extreme. Once floated on its own keel, however, a worthy innovation will gain acceptance and enrich the institutional culture.

5) The "Nested Loop" describes a useful structural mechanism for launching a new venture. All organizations have difficulty changing themselves from within; the larger the organization the greater the difficulty. It is far easier to effect change by starting something new on the outside, giving it the freedom to take risks and create its own rewards under the

auspices of a "champion," a strategy that Bennis and Nanus describe as "intrapreneurship" (224). Yet if the goal is to move the whole insitution forward, satellite innovations cannot be left to themselves. For that reason we "nested" FORUM within one of our regular offices and within the faculty of a regular learning center. On a larger scale, Empire State itself is the product of such a strategy. A key debate in launching the college centered on whether its offices should be attached to other SUNY campuses, or whether it should be a free-standing entity with its own administration and faculty. Had it not been for Chancellor Boyer's determined leadership on this issue, ESC would almost certainly not exist today. As it was, the college became an equal member of the university family, free-standing but connected to the whole, and with, in the early years, an advisory group composed of representatives from other SUNY campuses. That strategy guaranteed the college's survival while giving its sister institutions a positive stake in its success.[1]

6) The Support Network is implied in these comments about "nesting" innovative enterprises but warrants separate comment because it is so easy to undervalue. There are many parties to a successful innovation, from students to staff members, from faculty to administrators, from competitors to regulatory bodies. Not all of them will "buy in" to a new idea, but each

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[1] I am indebted to Empire State College's president, Jim Hall, for this account of the college's early years, as I am more generally for much of my understanding of innovative academic leadership.

of them needs to have the chance. Some are essential at the outset, some can be cultivated over time. Some must have a measure of control over the direction things take, some should be merely advisory. It was essential for the Empire State president, Jim Hall, to have the complete confidence of Chancellor Boyer in the turbulent early years of the college. It was important to have an advisory body in the early years as a way to spread support through the SUNY system, but equally important that it not have veto power over developmental decisions. It was vital for us to persuade regular faculty to teach in FORUM and provide rewards for doing so, because it made converts of skeptics and without believers the program could not long succeed. It is easy to neglect the need for networking, but failure to begin it early and cultivate it steadily thereafter will exact high cost.

7) Honor thy champions is a message perhaps sufficiently clear in this paper not to require great elaboration. Good ideas are easy to come by, in general, but people who can put them into effect are not. Not every idea will work, surely, and perhaps still fewer can be tried. But without champions none will. They must be recruited, cultivated, and rewarded, for successful programmatic innovation depends on their abilities and commitment.

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The password through all of this maze is anticipation. It is like iron in the blood--with enough of it one can do just about anything. Become anemic and one has scarce enough energy to get out of bed, let alone enough for the next race. There is no way to predict exactly the threats and opportunities that lie ahead, but we can certainly know that change awaits us. If we assess honestly where we are on our present developmental curve we can make informed judgements about what our next options might be and plan to take advantage of them. Even surprise will not defeat us. Above all, the best time to plan the next stage of development is at the moment we feel at the peak of our strength, the top of our stride.

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INNOVATION: THE CONFLICT BETWEEN FREEDOM AND STRUCTURE

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This paper began as a companion piece to Dr. Johnstone's insightful analysis of innovation in higher education; it was to be a perspective from the field. However, as I examined the questions he raises, I thought that it would be more useful to look at the issue from yet another perspective-- the effects of administrative control on the freedom for innovation on the instructional level. This point of view does not ignore Dr. Johnstone's observation that we often view bureaucratisation as a necessary outcome of the need to set standards for accountability. On the contrary, I suggest that the natural maturing of innovation in higher education is often perfectly innocuous--provided that it remains at the administrative or "macro" level. The most pernicious effects of the routinisation Dr. Johnstone describes, I will argue, occurs when the regulatory function intrudes on creativity at the instructional or "micro" level. Viewed in this way, our most serious problem stems from the inherent tension between the need to establish criteria for measuring success on the one hand and the need to allow for flexibility on the other. How can these opposing forces co-exist in an environment which nurtures and sustains innovation?

In what follows I want to provide a specific example of what happens when the demands between levels of organizational structure conflict with one another. The example I have selected, the "community college project", based for the most part on personal experience, lies between the extreme examples of failure and success analyzed by Dr. Johnstone. The innovative experiment discussed in this paper "fails" for many of the same reasons that Johnstone cites; yet it succeeds for many other reasons. Moreover, as a mixed success, the project is probably more typical of innovative ventures in higher education.

Let us rephrase our original dilemma vis a vis Empire State: How can a successful, innovative, continuously evolving college like Empire State flourish within a university system which has been described as one of the most heavily regulated university in the United States?--By striking a delicate balance between administrative control and individualized instructional freedom, as the following example demonstrates.

A Script for Mixed Success

At ESC, as in all large organizations, there are many layers of administrative decision making. The following example focuses only on the centralized administrative offices responsible for programmatic innovation. As a college "without walls", this level of planning takes place at the home offices in Saratoga Springs, N.Y. Faculty engagement with students takes place at several regional centers and small learning units dispersed throughout the state. Regional Centers, located in metropolitan areas, develop new educational projects within a large geographic region, and each unit possesses the autonomy for designing individualized educational offerings. Faculty mentors carry out instruction in one-to-one student tutorials or teach in small topic-focused study groups allowing individually tailored student projects. Some units consist of a single mentor whose responsibilities range from recruitment and tutor training to teaching highly specialized topics in his or her areas of academic competence. In this setting, mentors are essentially unhindered by administrative constraint.

In 1985 the college launched a new innovative model utilizing the small unit concept described above. This two-year pilot project involving a cooperative agreement between Empire State College and a small upstate community college was designed to fully integrate a SUNY associate degree program with a SUNY baccalaureate degree program. The primary goals of the project were to allow students the opportunity to remain in their local community, maintain career and family obligations, and at the same time, work toward a bachelor's degree. The community college, situated in a rural setting, lies an hour and a half from the nearest baccalaurate degree granting college or university. The project, ESC's first free-standing, self-sufficient unit located at a community college, is a microcosm of the larger college in that it offers students the full range of programs, degrees, and concentrations accorded all ESC students. In addition, the program makes maximum use of community resources as well as the resources of the "sister" college. The arrangement requires that the host college provide the space, phones, equipment, access to library resources, and support services for the program; ESC provides a full-time, on-site faculty mentor and the resources of ESC.

To make the arrangement financially attractive, ESC mentor, when appropriate, refers to the community college lower division classroom studies and independent-study tutorials with their faculty. The community college receives the full tuition and corresponding state aid for each referred cross-registered credit and enjoys the prestige and visibility associated with offering on-site bachelor's degrees. The mentor writes individualized, independent study learning contracts through both institutions, and he designs degree programs meeting the personal goals of and maximizing the flexibility for the demanding schedules of adult students. If the model proves successful, it would be replicated elsewhere in the college.

For the student, the result is a fully integrated program of both lower and upper division studies. Students receive on-site advising for the full range of baccalaureate degree options within SUNY and assistance in planning their associate degree for immediate transfer into ESC.

As mentioned earlier, the central administrations of both colleges allow the mentor complete freedom in developing a network of resources and learning opportunities appropriate to the design of each student's study.

Individualization at the Micro-level

The extent to which individualization occurs at the instructional level will be explored in the following sample learning contracts. However, before describing the details of the contracts, I will briefly provide essential background information regarding this mode of study at ESC.

A learning contract is a study in which individuals take the initiative in diagnosing their learning needs, formulating learning goals, identifying resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

The contract approach enables students to merge their special interests with their educational objectives and, through the personal designing of the contract, become more involved in the educational process itself and in the evaluation of how well they accomplish their intended goals. Learning outcomes are measured against this background as well as against traditional standards. This non-directive mode best fits available resources and is conducted at a pace which best suits students' abilities and personal situations.

A specific example will demonstrate how the flexibility of the learning contract merges personal interests with learning experiences. The three students in this example wished to study philosophical logic for three very different reasons. All agreed to integrate the use of a computer to further enhance and individualize learning (for a full description of the case studies see: Andolina 25-37).

Three Personalized, Innovative Contracts

The first student's long range goal was to pursue a career in library/information sciences. She wanted to sharpen her critical reading skills in analysing language for its core meaning and examine the logical relationships among ideas. She also wanted to familiarize herself with computerizing information; thus she was eager to learn computer applications in education.

She focused her study on formal (deductive) logic as a pedgogic tool for organizing and categorizing ordinary language. Specifically, she examined techniques for transforming ordinary English into standard logical form and assessing passages with respect to their argument patterns. She also read and analyzed popular journals containing arguments relevant to her interests. She then practiced key word analysis and parsing sentences as a way of "distilling" the logical structure of the arguments.

She later turned to the application of strict (i.e., mathematical) rules of inference to practice quantitative reasoning skills. She used a computer software program called "BERTIE II" to assist her in solving and designing problems. The program was developed at Dartmouth College by James Moore and Jack Nelson and accompanies their text The Logic Book.

In the second case, the student studied Informal Logic: the analysis of ordinary language with regard to its linguistic fallacies, ambiguities, vagaries and conceptual confusions. His goal was to sharpen abstract and analytic reasoning skills for use in problem solving in technical situations. The pedagogic method made use of the techniques of logical analysis in solving Sherlock Holmes mystery stories. The facts or "clues" in the mystery story were used as data for programming a computer in BASIC. Here we reversed objectives by using philosophical logic as the tool for learning more about computers. The idea for this is found in Elementary Basic by Henry Leonard and Andrew Singer. We then added a more structured text to provide guidance and techniques in Informal Logic. The text, Critical Thinking: Evaluating Claims and Arguments in Everyday Life by Moore and Parker and its accompanying computer disc, served as our structured guide.

The third student, a supervising technician with a phone company, wanted to learn logic as a complementary study to his intended major in Computer Science. Since the student was already familiar with computer technology, we focused on various approaches to learning logic. We decided to embark on a new text which combines the two areas of study. The authors of Logic: A Computer Approach make use of the notion that "computers are ideal students for learning how to do certain things, things that deal with the manipulation of symbols" (Schargrin, xiii). The pedagogical concept behind this approach is learning by teaching. Thus, the student set out to learn logic by teaching it to his computer. The clear thinking required in formulating instructions for a completely "dumb" student was itself an exercise in logic. It was also an exercise in understanding a basic idea in computer science: the algorithm.

He mastered the rules of inference in logic by transforming them into a simple (programming) language. The similarities between algorithms in computer science and the rules of inference in logic, and the precision required in formulating instructions to a computer, are the underlying principles for this approach.

The above example shows how the flexibility of the learning contract lends itself to exciting, personalized and meaningful learning experiences. It is a demonstration of what can happen when everything goes well--when resources are readily available, students are eager and willing to learn in new ways, the subject lends itself to innovation, and the college encourages and supports experimentation in modes of learning. These innovative approaches to learning are still the mainstay of the program, but they require an unrestricted environment which rewards and sustains them.

In the early stages of the project, the program ran as smoothly as we had originally conceived it would. Even though there were a few minor administrative and procedural problems requiring minor adjustments at both colleges, the model seemed educationally sound and satisfied an important need in the community. The unit enjoyed immediate success in attracting new students and, within the first few months, achieved its enrollment target and added a new part-time mentor. As we celebrated our acceptance and growing credibility in the community, we continued to exceed our enrollment targets.

A Script for Deterioration

As the program matured, the external circumstances surrounding it began to change, placing stresses on both internal programs. Each administrative system responded to its respective external pressures, (brought about by budgetry decisions at the governmental levels) and the copperative relationship between the colleges weakened. Within a short period of time, the differences in administrative structures that were once easily resolved became seemingly insurmountable. Previously minor inconveniences, such as differences in academic calendars and computerized accounting systems, became major stresses eventually affecting the quality and delivery of academic services to students.

The most important causal factor in the strain in relationship is the unstable economic environment of the host institution. The community college, which straddles the border separating the two counties with the highest unemployment rates in the state, was planning for rough times ahead. The supporting counties (nearly a third of the funding for SUNY community colleges comes from local governmental sources) had been suffering declining population and a dwindling tax base. County governments were forced to curb spending and, as a result, threatened to cut support for the community college unless the latter took drastic measures to raise revenue (via tuition increases) and curb spending. Corresponding with the proposed cuts in financial backing and the declining pool of traditional college age students, the community college began its plunge into the downward swing of the s-curve, the point at which Dr. Johnstone explains is the most damaging to sustaining innovation. As is typical in an atmosphere of austerity, the college directed its energy to maintaining the bare essentials in educational offerings. Projects like non-credit courses and Empire State were reviewed with careful scrutiny. Ultimately, ESC was asked to "pay its own way"; the community college could no longer fund the secretary and supply the phone and office unless ESC contributed a greater share of the revenues. In the early part of 1987 the delicate balance began to erode and the opportunities for planning from strength had elapsed. The mentor who had carefully negotiated a resolution to conflicts in the past was now beginning to spend an inordinate amount of time and energy just to keep the program afloat.

An example of time a consuming diversion from academic concerns involvs continuity in qualified support staff. The secretary, a community college employee and a member of the county bargaining unit, earns a salary commensurate with her county title. All other ESC unit secretaries, members of the state bargaining unit, earn a salary commensurate with state titles--at a rate 50% higher than the county. The unit was forced to hire and train four secretaries in less than three years due to the comparatively low pay scale for the level of responsibility for the position. At the same time, ESC was encountering its own budgetary difficulties as the state government directed SUNY to tighten its reigns on spending. The possibility for ESC's funding the secretarial position became remote.

However, the most significant divisive event occurred when the community college was forced to raise its tuition while ESC's remained constant. The direct impact on students in this economically troubled area was immediately felt. A few refused to enroll in the more expensive cross-registered studies, and some preferred to enroll in alternative ESC modes of study suchas our Center for Distance Learning. More important, the mentor's educational decisions were influenced by administrative concerns, not based purely on academic merit.

For example, in order to satisfy the community college's increased revenue goal, some students were directed to cross-registered classes and tutorials to ensure continued support from the community college even though an alternative ESC mode of study was available. Fortunately, the needs and goals of the students coincided with the aims of both parties in all cases; but this is indeed a far from ideal state of affairs. The macro level had pervaded all levels of functioning. In Dr. Johnstone's words, the initiative for planned change was occurring not from strength and advantage, but from self-preservation and reaction to external pressures. Options were limited and controlled by external demands.

Yet, despite the adverse conditions, the community college carried out a commendable program of austerity and cost-cutting without eliminating a single credit-bearing course. Remarkably, in this environment of "retrenchment", they even managed to launch a new self-sustaining, innovative satellite project in a neighboring city. Moreover, the unit persists in exceeding its enrollment targets, and students are engaged in interesting and rewarding learning experiences. Individualized contracts will continue to be written to meet students goals and personal circumstances; students continue to achieve remarkable success.

In the meantime, the cooperating colleges are attempting to resolve the difficulties, and the mentor remains confident that the educational needs of students will not be compromised. However, the ultimate solution rests with a higher level of decision making. Perhaps both institutions need to reassess their commitment to sustaining the project and to realigning the administrative and instructional roles in order to recapture their original intentions. Most important, the sequence of events has been a valuable learning experience for all of us.

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Opening Minds Through the Liberal Arts in an Adult Degree Program

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Adults have returned to campus in record numbers the past few years; 26 is now the average student age at the University of Missouri-Kansas City, an urban campus. Many of us, however, retain the mental picture of 18 and 20-year olds, strolling through autumn leaves on a golden afternoon, as the typical campus scene. A more realistic picture would include women and men just off work, dressed in whatever their jobs require, parking cars at rush-hour's end, and hurrying to evening classes, through the dusk.

They come for a variety of reasons, but again, the assumption--the mental image--is that they return to school to get better jobs or to update skills related to their jobs. That means we would find them in the business school and/or in computer courses. This does occur, of course; perhaps even the majority of these returning adults take such courses.

At UMKC, however, over one hundred adults are earning the Bachelor of Liberal Arts, in a degree program designed especially for working adults. It is called PACE, the Program for Adult College Education. Another four hundred are enrolled in similar PACE programs at two community colleges in the metro area. Many of these students hold blue-collar jobs; the majority are women with typically low-paying jobs, yet they are not taking "business" courses, the touted route to money and position.

These Kansas City schools did not invent the program. It began a decade ago at Wayne State in Detroit, a combined effort of that school and the United Auto Workers, as a way to re-train auto workers. City College of New York and several of the Los Angeles community colleges also use this liberal arts format, and other colleges and universities across the country have begun PACE-type programs or have expressed interest in doing so.

Why the liberal arts? Most of these students will not leave the business world for a different career, though a few do use the liberal arts as a stepping stone to professional schools. We might think they come into PACE because it offers a faster way to finish a degree--faster than taking ten years to earn a bachelor's degree at three-to-six hours per semester--but several local offices of distant universities offer business degrees in "portfolio" formats and/or give considerable credit for life experience. They could finish just as quickly with one of those programs.

The PACE coordinator often hears, in initial inquiries, the familiar note of pragmatism: What's the fastest way to finish a degree started fifteen or twenty years ago? What can I do with a Liberal Arts degree? Can I use PACE for my "basics," then switch to a major in business or something?

Based on our surveys and interviews, many PACErs have no intention of changing careers or even organizations. They simply want their bachelor's degree, for reasons personal or professional. For whatever reason these working adults enter this liberal arts curriculum, they remain because it challenges them, it satisfies some deep desire they have to learn--to truly question and to explore areas they have not had the opportunity or impetus to examine before. Rather than worrying about what they "can do with" a liberal arts degree, they discover what a liberal arts education can do for them.

A middle-aged male PACE student, who earns a very good salary with a utility company, has no intention of changing jobs; he studies the liberal arts because it fills a "hollow space" inside him. A tool-and-die man made similar comments, also adding that his education in the liberal arts has taken him beyond his "own little world and into the larger world."

Many auto workers, both employed and laid-off, take PACE courses; their union reimburses one-hundred percent and encourages them to use this program that the UAW helped begin. Though unions and the Liberal Arts may seem a strange marriage, a union official gave a spell-binding defense of the liberal arts at a recent PACE conference in New York City. After a fairly emotional discussion about what direction the PACE consortium should take--adding some crafts training (plumbing, mechanics, etc.) to the Arts and Sciences courses, offering a business emphasis, etc.--this older man spoke quietly in favor of the liberal arts curriculum. He said that no matter what line of work a person followed--plumbing, accounting, sweeping floors--no matter whether a liberal arts education "empowers the individual," as some had argued, what an education should do is give a person a sense of his own worth. He concluded, "the dignity of the individual is what unions have always been about."

To make sure these adults get the education they want and to allay criticism from academic conservatives that PACE might become an "easy way" to complete a degree, UMKC has put together a quality program. We cannot speak for the curriculum elsewhere, but UMKC's program is rigorous; some of the finest faculty in the College of Arts and Sciences--department heads, full professors, and other professors and lecturers published and respected in their fields---teach the courses. The program has gained enough respect in the past few years that faculty now ask to be a part of it, volunteering to create new courses and to teach in this unconventional but satisfying format.

Though the work is difficult, the PACE schedule, its chief attraction, does make school easier for working adults in several ways. Students attend class only one night a week and one weekend each month, during a regular semester. That weeknight class lasts four hours, from 6-10, eliminating frequent trips to campus and wasted travel time. The weekend class meets from 6-10 on Friday, 8-5 on Saturday, and 1-5:30 on Sunday. In describing it to new students, we call it a "killer," and we do emerge from it exhausted, students and faculty alike.

These large blocks of class time offer special benefits, however, which also make school "easier" for these working adults: the longer classes foster camaraderie among students and between students and faculty; they allow time for field trips and for videos and films; and they help prevent the fragmentation, a certain choppiness, that 50-minute classes often create.

The 12-credit-hour PACE blocks also prevent fragmentation because they are thematically organized, no matter how many disciplines may be involved. In PACE, a student takes one 12-hour "block" each semester, of three, four-hour courses: the weekend and weeknight ones which we have mentioned, and a modified independent study. Representative themes include: "Rites of Passage: Individuality through the Ages," "Labor and Economics," and "Birth to Death." As a student studies for one course, he reinforces the work in the other two courses. A block may be taught by one instructor or by a team that has carefully coordinated the material and assignments; guest lecturers often come in to speak about a specialty, another side benefit made possible by the large blocks of class time.

Within a block and theme, several disciplines might be involved. The Rites of Passage block, for instance, involves philosophy, literature, and composition. Two professors teach this block, one from philosophy and one from English. A lower level block, this one also fulfills one specific requirement, the first semester of English Composition, as well as the general requirements in the Humanities. Labor and Economics, an upper level block, fulfills no specific requirements, is totally elective; weekends deal with "hard" economic issues which relate to wages, supply and demand, labor, and so forth; the weeknight course covers the history of the labor movement in the U.S.; and the independent study, "Culture of the Working Class," looks at literature, movies, songs and art which reflect working class life and give us our image of working class people.

Careful to meet all regular degree requirements and to maintain a broad basis in all the liberal arts, PACE requires students to complete a minimum of twenty-one hours in each of three divisions: the humanities, the natural sciences, and the social sciences. We currently offer fourteen full blocks, plus some shorter summer ones, but add new blocks nearly every year. Blocks I-V contain the "core" requirements; the others are elective, as long as the student meets his twenty-one hours in each division. Rather than count courses separately, as say, four hours of history, etc., we record the Labor/Economics block as eight hours of social sciences and four hours of humanities, emphasizing the interdisciplinary nature of both the program and the way material is organized.

Those who do enter PACE with some vague idea of needing "business" courses, either for company reimbursment or for job advancement, appreciate PACE's allowance of up to thirty non Arts and Science electives; they often intend to use summers to take management and other business courses, but no one has actually done that. Of course, PACE does offer some twenty hours in Economics and even has a block called "Business Administration," which borrows an instructor from the business school to teach three hours of basic accounting, but which otherwise covers administrative principles from the Arts and Science standpoint, gives one hour of computer applications of accounting taught by the Department of Economics, and four hours of "Professional Communications" co-taught by Communication Studies and English---to give the students instruction in technical/business writing and oral communication related to business situations.

These business-related courses have not had the heavy enrollment we expected, however, especially the one that is all economics. The students may enter PACE with job advancement in mind, they may think they want to study business, but somewhere on their way through the basic five blocks of requirements, they change their minds. They get hooked on the liberal arts. They begin to feel not just personally fulfilled, but also more confident and capable on the job. They change, and they know they have changed. They begin to realize what some of us have known for years: that the liberal arts make stronger people, better thinkers, better communicators--and thus, better workers and managers than a curriculum with a narrower view.

Several PACE students interviewed noted personal changes as a result of studying the liberal arts and doing so in PACE's interdisciplinary, theme-oriented manner. Denise said it had taught her how "to put the pieces of the puzzle together," as opposed to studying topics in separate disciplines; Jody said she could now look at situations on the job from more than one viewpoint, so that she gets "bent out of shape" less often; Sabrina said that the large blocks of time had allowed closeness and intellectual intimacy with people from backgrounds she would not have otherwise experienced; Howard, the tool-and-die man, echoed that when he said that studying South Africa had made him less prejudiced, not just racially, but nationally; and many made remarks about their improved communications skills and self-confidence.

These responses are typical of those of many other PACErs, who, in interviews, discussions, and written comments, focus on three major areas where they have experienced growth through the PACE experience: reasoning, communications and values. Students comment about their increased ability and willingness to observe closely, listen and read carefully, ask questions, think logically--in short, to pay attention to the world and to think critically, to reason. Students also improve their communication abilities, particularly writing, but frequently also speaking, as many instructors not only make numerous writing assignments, but also give opportunity for oral presentations. As a result of being able to think and communicate better, several students say they now feel more confident to form and express opinions, not only in an academic setting, but at work and in the community as well. But they add the important caveat that they also now tend to form opinions more slowly and carefully, less impulsively, based on more evidence and data. As one construction worker so aptly put it, " Most people form an opinion and then look for information to back it up; now we tend to collect facts and ideas and then form an opinion."

PACE students also experience significant changes in their values and perceptions of themselves and the world. Several students have commented on their increased openness, tolerance, and willingness to entertain new ideas. One student, somewhat atypical in that she was a self-proclaimed activist before entering PACE, says she is now more selective of her causes. Most students talk about greatly increased confidence in themselves and their abilities as a result of discovering they "can do it," that is, return to school as an adult and succeed in college level work.

One of the previously mentioned entry level blocks, "Rites of Passage: Individuality through the Ages," is a good example of a PACE curriculum that develops students' reasoning and communication abilities and also encourages reflection on values; it does so by integrating these processes with the study of classic works of philosophy and literature. The thematic focus of this block is the emotional and intellectual development of the individual, historically and within society, using the phrase "Rite of Passage" as a broad metaphor to refer to significant developmental stages in the human growth pattern.

The weekend course in this block, "The Individual in Philosophy and Art," treats the theme by analyzing the development of individuality beginning with the Classical Greek and Roman period, through the Renaissance and the Modern World, to the contemporary scene, concluding with speculations extending beyond the year 2,000. Major works in philosophy and literature provide the basis for the study of the individual in relationship to nature, the supernatural, society, the state, science and technology, and the self. Specific topics which help focus the meaning of the individual's development through the ages are such issues as freedom and determinism, the tragic vs. the pathetic, the problem of evil and the various theodicies, and the relationships of emotion to reason and of faith to skepticism. The course pays special attention to the evolution of the notion of tragedy, with its changing implications for understanding and valuing the individual; students begin the course by reading two Greek tragedies and later read Hamlet and Death of a Salesman.

While the weekend format involves lecture, films, and some discussion, the weeknight course provides further opportunities for students to process the readings and themes of the block through discussion, small group activities, and in class writing activities. For example, after reading the two Greek tragedies, but prior to the instructor's lecture, students begin to develop a theory of tragedy by working in small groups to observe and discuss the plays' common features. Thus they discover the meaning of tragedy on their own by working inductively from primary sources. Such a discovery process develops their abilities to read, observe, compare and draw inferences. When they learn that their findings parallel the information later presented by the instructor, their confidence in their reasoning abilities is reinforced.

The weeknight course also enables instructors to integrate resources from the surrounding cultural community into the course. In some semesters, for example, students in the "Rites of Passage" block can, as a class, attend a performance of a Greek, Shakespearean, or modern tragedy produced by a local theatre company. Such an activity made possible by the Pace format's block of four hours of evening time, has obvious advantages: It makes course concepts (e.g. tragedy) more immediate and relevant for students; it presents content in another artistic mode; it provides excellent material for further reflection and comparison in discussions and writings. As a result of such activities, students are more likely to perceive the implications of coursework for their own values. In one semester, for example, students attended a performance of another of Arthur Miller's modern tragedies, All My Sons; in a subsequent essay one student wrote about the similarities between the ethical issues raised in Miller's play and those today involving the safety of nuclear power plants.

Though PACE gives no credit for life experience, as do many adult programs, instructors who teach adults realize that these students have a great deal of valuable experience to bring to the classroom and thus often create assignments to tie that experience to the subject matter. In the independent study students explore the Rite of Passage concept through four individual and/or group projects which focus on works of art, personal experience, or other appropriate subjects. For example, students may analyze a novel, film, painting, etc. that illustrates a rite of passage, they may analyze a growth experience of their own, or they may compare their own experience to that in a work of art. Such assignments give PACErs opportunity to explore and articulate developmental stages and life crises which they have experienced, such as divorce or military boot camp. Several students have related their own experience of the illness and death of a family member to the classic stages of death and dying portrayed in Tolstoy's novella, The Death of Ivan Ilych, an assigned reading for the Rites and Passage block. One student used a slide presentation to apply the Rite of Passage metaphor to communities, tracing the history, development, and decline of his hometown to show that many small rural communities in America constitute a failed rite of passage, as they deteriorate under economic and social pressures resulting from modern urbanization.

Such assignments develop reasoning and communication skills and promote consideration of values as they require students to continually analyze and reflect on the meaning of both course content and their own experiences and to articulate their conclusions in writing and oral presentations. Relating their own development as individuals to the development of Western thought and literature makes both personal experience and academic work more exciting and meaningful to them--surely a prime reason that many PACE students say they'll never stop reading and learning.

Other PACE blocks also integrate the experiences of working adults into block themes. In the Labor/Economics block, for instance, students apply knowledge of labor history gained from history text and literature to researching work backgrounds of their families. In the independent study, "The Culture of the Working Class," for example, three women, on audio tape, talked about the plight of female workers in their mothers' time and their own, speaking from three different viewpoints: a single, white mother; a married, white woman; and a black, married woman. They focused on factors causing problems in their varied cultures: jobs, married status, race, or just the times they lived in (mechanical devices, living conditions, job attitudes, educational opportunities, etc.). Such a project illustrates the benefits of PACE's format and interdisciplinary curriculum for students mature enough to have the backgrounds to draw upon, and the mental/emotional perspective to analyze such cultural factors. Traditional 50-minute classes seldom allow students to get well enough acquainted to do a three-person tape. And though traditional students might study labor law in an economics class, might touch on early union organization in an American History course, and might even have read one of the novels from the Culture course, it's unlikely they could make the connections necessary to synthesize all that information, integrate it into their own lives, then come up with an interesting, cogent thesis.

In the same course an Hispanic woman, born and raised in New York City, made an audio tape which drew from several literary sources, plus her parents' early married years and those of her older brother, to show changes in the lives of foreign-born workers in eastern urban areas. Such comparison and synthesis enabled her to interpret her subjective experience by examining it more objectively, and to better understand history through the personal, subjective experience of her family.

An extended assignment in another upper-level block, "The Writer's Tools," engages students in exploring the connections between language and values by examining language in terms of objectivity and subjectivity, facts and biases. In the modified independent study, "The Search for Objectivity in Language," students trace several news stories through various media over a period of several weeks. They compare and analyze these reports, looking for evidence of bias and subjectivity revealed through diction, selection of detail, and amount of coverage. Students examine media language in light of the weekends' study of Classical Rhetoric, with its focus on persuasion vs. manipulation. At the same time they are examining language from an artistic perspective through reading novels and short stories in the weekend course and writing essays and stories themselves in the weeknight course.

After analyzing news reports in newspapers and magazines and on radio and television for several weeks, most students echo the student who said, "Before this assignment I drank in the news gullibly, assuming what the newscaster said was the way it was--factual and objective. Now I see there are a lot of ways to slant the 'facts,' and I'm much more critical and questioning. I don't automatically believe everything I hear or see in print."

Developing the ability to view subjects both objectively and subjectively, and to differentiate between the two viewpoints, is an important aspect of higher order thinking that students of all ages need to develop. Another is the ability to recognize multiple possibilities, rather than approaching issues and subjects with a dualistic right/wrong, black/white, "just tell me the correct answer" way of thinking. Lectures, teaching methods, and assignments in PACE, as well as the interdisciplinary nature of the curriculum, continually open students' minds to the multiple perspectives of subjects and issues and encourage them to learn to ask relevant questions as much as to find the "right" answers. Thus, they develop tools that will enable them to continue learning outside the classroom and to become more fulfilled persons and responsible employees and citizens.

It's no Party but - - Adult Students as Guests
(Colleges as Hosts)

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Spring Arbor College (SAC) is a small Christian liberal arts college in south-central Michigan. SAC began an adult degree-completion program in 1982 in the Management of Human Resources (MHR).

The MHR program has grown quickly from 64 students in 1982-83 at one site to 309 students in 1986-87 at five sites. Such rapid growth demanded careful attention to quality control measures. SAC's experience in the assessment of learning outcomes and the development of an evaluation system have received some national attention. Yet there is a simpler metaphor of college as host that drives a service oriented college. SAC seeks to serve students guests. It is this metaphor along with its programmatic implications which this paper proposes as exemplary practice. A discussion of the five points to serving adults as guest will follow.

A good host sets a tone of conviviality by tending to such things as the mix of people, quality of food/music, good conversation and comfortable room. Both pre-planning and sensitive monitoring during the party give clue to the party's success.

Research on hosting adults should inform party-giving practices, as there are as yet only a few basic rules by which to abide. Effective hosting for satisfied guests chiefly consists of these five rules.

1. Make people feel congenial and comfortable. Create an atmosphere of respect and good fun. Neither be intimidating or overly intimate. Rather introduce folks around and begin to establish some common ground. First impressions are particularly important. Guests and others who are enjoying themselves tend to stay longer and later. Such familiarity-building between guests and also with the host, helps stimulate the tone of the evening and encourages excitement and friendliness all around. People enjoy your parties and come again as much for the other guests as for you. They know your place will be both comfortably safe, stimulating

and fun. They've discovered you won't neglect them, or have dull poorly-attended parties with stick-in-the-mud guests.

2. Food must not only be of high quality but be attractively served. Discerning guests can spot strategies to cut corners and resent stinginess such as plastic forks, fake shrimp or spotted plastic cups. Adult guests particularly respond to the little signs of care; they are very sensitive to being cared for and pick up on the smallest clues as indicators of the entire party. While children respond to the quantity of food and colorful flowers and doo-dads, adults prefer subtler expressions of care. Adults are not impressed by hats, hot dogs or horn blowing.

3. Get the guests involved and actively conversing. If the first rule has been followed of creating an atmosphere of congeniality, this third rule flows more easily.

   This involvement is encouraged by active listening. It's important to listen as well as talk if good adult conversation is to occur. Overly dominant talkers can intimidate a vigorous exchange and dampen a party quickly. Guests will begin to leave early if this is allowed to happen. Some hosts get so nervous they don't allow a moment of silence; this is hazardous to getting everyone involved.

   Guests also don't get the opportunity to really discuss or apply what others may suggest when one person is constantly chattering at them. Such stress makes them forgetful and yearning for home. Whereas when they're respected because their experiences are listened to, they feel complimented and regarded.

4. Comfortable and appropriate space is critical to a successful party. Although a party can be given most anywhere, there are optimal settings for certain types of parties. For instance, a dinner party for six has different spatial needs than an open house. Guests appreciate consideration of physical features such as time, space, comfortability and convenience.

   These physical aspects can make a great deal of difference as to who comes to your party and for how long. A good host holds a party frequently at night in a convenient and comfy setting, close to guests' homes and always ensure there's easy access and parking.

   People are so busy today that failure to attend to these seeming details can mean the difference between a successful party or one that has to be canceled.

5. While attention to all of these rules can help in the pre-planning of a successful party, a good host must also constantly check out the spirit of the party to ensure its ongoing success. On-going feedback assures you don't get lulled into thinking you're a Pearl Mesta -- the very thing which builds overconfidence and leads to carelessness and a flop of a party.

Be ever watchful and sensitive to the care of your guests; they can be fickle in following the latest trends in parties, but usually will return to a truly sensitive and fun-loving host who truly has something to offer. Spring Arbor College has found effective hosting involves these key ingredients: emotional support (eg. community-building); curricular relevance; facilitative methods for active involvement and appreciation; and convenience of delivery. Equally important for driving improvements is a system which provides effective feedback. Guests hate to tell a host directly "Your hors d'eouvres were a bit stale!" A feedback system allows grace under pressure for such indelicate criticism. A host needs to know not only if guests were satisfied and enjoyed themselves but also whether anything much important happened to them while attending the part. SAC's concepts of an effective party necessitates product as well as process. We focus on creating better guests when they leave than when they arrived. To facilitate growth and measure it are key to informing even better party-giving.

Orientation of Adults to College
Content and Outcomes of a
Re-Entry Course

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Part I - Background and Content of Re-Entry Course

Introduction

In the time we have together today, my colleague, Elizabeth Steltenpohl, and I would like to talk with you about our experience in developing a re-entry course for adult students, the content of the course, the response of students, our longitudinal research on the outcomes for course participants and a control group of students who did not participate in the course.

Just a word about Empire State College, the first major college designed exclusively for adults, to set out presentation in context. Our history in the college began in 1973, approximately a year after the college opened. The student is central to the educational process at Empire. Instruction is individualized through learning contracts and students and teachers (we call mentors) interact one to one. There are opportunities for the student to earn credit through the assessment of prior experiential learning and each student designs an individual degree program with mentor guidance. As you can see the college's architects were guided in their design by knowledge of adult development and adult learning theory. Ideal, you say. However, Betsy and I became more and more concerned as we observed highly motivated, intellectually capable adult students fail to achieve their full educational potential and others withdrew or drifted away from this "ideal" educational environment.

Based on our experience with these students, we hypothesized the reason for attrition was not incompetence but a lack of confidence and a lack of understanding about a number of topics related to academic life. A search of the literature in 1979 did not suggest any ready solutions to the problem. In 1980 we surveyed 1200 college programs for adults. The survey offered some clues. A number of colleges were offering transition courses to prepare returning adults for productive college study. Based on this finding and our own experience we designed our reentry course Introduction to Individualized Education. To date about 400 students have voluntarily enrolled in this 4 credit study.

During a seven year period, we have experimented constantly with new materials, exercises and assignments. We will share that through a handout containing a contract for the course and a bibliography of readings, self-assessment instruments and exercises used in the course. These have now been put together as a text - Orientation to College for Adults published by Ginn Press. But that's getting ahead of our story. Let's go back to the beginning of the development of our entry course.

First, our experience, research and thinking helped us define the needs of re-entry students more specifically. What did we learn?

Needs of Entry Adults

College entry signals transition in adult lives. By transition we mean, "a process of continuing and changing reactions over time - which are linked to the individual's continuous and changing appraisal of self-in-situation" - as Nancy Schlossberg puts it. Adults must make the transition from citizen in-the-world to student when they enter college. At the same time, they may be negotiating transitions related to self, job or family. These transitions may be conscious or unconscious. All are accompanied by uncertainties and risks as well as opportunities.

In addition, new adult students lack confidence in their ability to study and learn. Many are uncertain about expectations for college level work. They do not understand the aims and purposes of liberal education. They lack information about the structure of colleges and universities and the organization of knowledge into disciplines. Their academic skills may be rusty or inadequate. They are strangers in this new world. They do not feel they belong. They feel marginal.

A profile of the students who voluntarily enrolled in our course during its first year contrasted with a profile of students who did not choose to take our course may make the needs we were trying to meet more concrete. (Pass out table).

The students in IIE and the control group were matched for age, sex and date of entry to the college. The differences in the two groups we found were in occupation and prior college experience. Over half the control group were in "high white collar or managerial occupations while only 30% of the IIE participants were in this category. Indeed, 56% of the IIE group were "low white collar" workers. The "high white collar" worker supervises others, makes decisions and operates with some degree of autonomy. The "low white collar" worker, on the other hand, follows directions, has little opportunity to make decisions or to be self directed. With respect to amounts of prior college credit, let me just point out that 40% of the IIE group had no previous college experience in contrast to 20% in the control group. 58% of IIE'rs had earned less than 17 credits while 30% of the control group were in this category. Almost 60% of the students who took IIE lacked prior exposure to the values and norms of higher education. They were truly strangers in this world they had entered.

Hence, we needed to design a learning experience to help these adult students overcome feelings of inadequacy and marginality upon college entry. The experience also needed to provide an opportunity for a realistic self-appraisal of their potential as students, the achievement of a sense of belongingness in the academy and a deeper understanding of higher education in general and the meaning of a liberal arts education in particular.

As we began our work, we realized we needed to focus on process as well as content. We began with group dynamics. As you will realize, for us, that was a revolutionary concept and tantamount to saying our extensive one-on-one contact with students didn't seem to be working. Why was the dynamics of the group so important? Through our experience with individualized instruction of adults we learned adults enroll or re-enroll in college largely to correct a felt deficiency. They feel inadequate in our society when they do not have a college degree. Upon entry to college they focus on the final outcome of education - the degree. This preoccupation seems to eliminate consideration of learning or the student's role in that process. This felt deficiency is also accompanied by a strong sense of urgency. "Here I am," they say, "already 42 and I haven't got much time left. Everyone else has degrees. I want mine as quickly as possible." They feel unique, the only adult in the world who feels so inadequate and under so much pressure to overcome inadequacies quickly. This observation led us to the conviction that these adults needed an opportunity to share their anxiety and sense of urgency with others experiencing the same syndrome. Hence, the group approach.

Concrete Learning

Our experience also suggested our students were largely concrete learners. (Indeed, we found later based on the Kolb's Learning Style Inventory, 71% of our course participants favored concrete learning modes over abstract conceptual modes.) Assignments and activities for the group were devised to draw on the students' strength as concrete learners. We tried to make the class a laboratory for learning how to learn. The student did the reading, exercise or other assignment. The outcomes were shared in a non-threatening atmosphere.

We hoped that by enabling students to compare their efforts with the reality of their peers' efforts instead of measuring themselves against some imaginary criteria for college work, they would learn whether their efforts were better than, the same as, or worse than those of others, what the differences were and, last but not least, what the expectations of the college for acceptable work were.

Self-Assessment

Our experience working individually with adults returning to college had also convinced us that telling students about their strengths and limitations or what they needed to learn was not useful. In this we heartily concurred with Malcolm Knowles who said "If one thing stands out about adult learning, it is that a self-diagnosed need for learning produces a much greater motivation to learn than an externally diagnosed need." So we featured self-assessment of academic skills in our course, hoping it would build the confidence of the well-prepared student and help the student with deficiencies set goals for remediation in a convincing fashion. We used a variety of exercises and standardized, self administering, self interpreting instruments to help students in their self-diagnosis. The commonalities of all the self-assessment activities were student control of materials and responsibility for interpretation.

The task was approached from different perspectives. The students received information from multiple sources. We thought it is easy to rationalize one indication of skill limitation or strength, if there are several, the evidence cannot be ignored.

Now let us turn to the content of our re-entry study. We begin with the familiar and personal and move toward the more general and abstract focusing first on adult development, then development as a learner and finally explore the meaning of a college education.

Developing as a Person

Study of the life course, its crises, transitions and the dynamics of change, we thought, could provide perspective on adult students' discomfort as they begin college studies and widen their focus beyond occupational concerns. We hoped this activity would significantly alter students' "appraisal of self-in-situation" and help place individualistic fears and educational purposes in a broader conceptual context. We wanted students to learn they were normal, not unique or isolated cases, and also to learn they are capable of growth and change.

Learning Activities and Resources: To widen their perspective on self, our students explored the phase theory of development in adulthood which is based on age differences with readings from Chickering, Erikson and Levinson. This provides a kind of road map of adults' life tasks, events and concerns.

Students locate their position on the life course, determining if they are "on time" or "off time" and why. We thought acquaintance with adult development literature would remind them they are much more than workers. They are also parents, spouses, children friends and citizens. Their accomplishments are not confined to the sphere of work.

Students also read Weathersby's work on the relationship between life phase and learning interests and maintained a daily journal of their interests.

From the beginning, we were convinced students needed to be introduced to the concept that development as a learner is both possible and necessary in college. In the past, we have used Whitehead's writing describing stages of romance, precision and generalization in learning to suggest forms educational development might take. Last year we supplemented this by introducing Perry's scheme of intellectual and ethical development which we continue to use because it is more complex and sophisticated and emphasizes learning is more than information gathering and requires critical reflection and conceptualization. Whitehead and Perry both reinforce the concept of development. We want to make clear, adults need to think of the necessity for developing as learners just as they anticipate development as persons. We also hope students will begin to question their unexamined assumption that one returns to college simply to acquire new occupational skills and find a better job.

Becoming an "Adult Learner"

Acquiring a knowledge and appreciation of what it means to be an adult learner constitutes the second of the critical components of our transition study. Our goal was to empower students to take responsibility for their own learning as they have taken responsibility for other areas of their lives as adults.

The fact that adults choose to enroll or re-enroll in college is not of itself a guarantee that they actually perceive themselves as learners and certainly is no assurance that they appreciate the particular characteristics of being an adult learner. For persons who have been away from school for a number of years, there is a natural tendency to think of education in terms of their childhood or adolescent experience in which they undoubtedly had a highly dependent role as learners.

To open this subject for students, readings are provided in the works of Malcolm Knowles. To test out ideas from the readings in a concrete fashion, students are asked to interview another adult student of their acquaintance and to reflect on their own background relating to the role of experience in learning, on their self-concept as learner, as well as on the process of learning most congenial to adults. We strive to function as facilitators of the learning process generally in our course but we attempt, in particular, to do so in our work with our students on the subject of adult learning.

Confronting the meaning of what it is to be an adult learner, we hoped would lead to a transition in the students' view of themselves as learners. We wanted them to begin to see a place for diagnosing their own learning needs, for developing an educational plan and carrying out specific learning activities. This would be a critical step in becoming a successful college student.

During this past year, we have had the opportunity to read, study and think about Stephen Brookfield's book Understanding and Facilitating Adult Learning. Brookfield argues that Knowles conception of self-direction in learning is external and technical. For Knowles the self-directed learner controls the techniques of learning - that is setting of objectives, locating resources, developing learning strategies. Mature, self-directed learning Brookfield maintains is more than the external management of instructional events, it involves an internal change of consciousness based on critical reflection. To put it in his words, "The external technical and the internal reflective dimensions (of adult self-directed learning) are fused when adults appreciate the culturally constructed nature of knowledge and values and when they act on the basis of that appreciation to reinterpret and recreate their personal and social worlds." Achieving Brookfield's kind of self-directed leaning, as I'm certain your experience with adult students has made clear, is a long, slow process. However, we are convinced it is never too early to begin and have incorporated some of Brookfield's ideas into our course design. Students read excerpts from his book contrasting it with readings from Knowles.

Dovetailing with Brookfield's work is Grahams Gibbs' book Teaching Students to Learn. Gibbs argues that an internal change of consciousness based on critical reflection as described by Brookfield depends upon the student's approach to learning not on study skills. Gibbs uses terms such as surface vs. deep or atomistic vs. holistic or course focused vs. interest focused to describe differences in student's approaches. He readily admits changing a student's approach takes times and effort. But, again we think incorporating these ideas into our course design will expand our students' conception of what learning involves.

Becoming An Educated Person

Exploring the meaning of higher education, including its development historically as well as its scope and purposes today, considering the outcomes of higher education in terms of competencies as well as subject matter, and exploring the relationship of career and liberal education, have constituted another significant component in our course. Indeed, it is an essential element in achieving an understanding of what it means to be an educated person.

The view of education held by the large majority of students taking our course was a highly instrumental one in our judgement based on every measure used with the students. This was clearly a limited background with which to undertake goal-setting and program planning in college.

Learning Activities and Resources The question of what a college education should consist is, in fact, a live issue in higher education in the U.S. today. Quite regularly over the past several years reports have appeared from college campuses, scholarly groups, foundations and government bodies with recommendations and rationales for undergraduate education. Debate over the role of specialization vs. general education, of career vs. liberal education and of intellectual vs. affective competencies have constituted aspects of this discussion and, we thought, could provide rich material for student reflection. Placing this discussion within the broader context of current social values, the historical development of the university, and its organization today is accomplished in our group study, first of all, through selected readings from scholarly and popular publications. As more concrete activities, the students engage in analyzing 9 college bulletins, perusing daily newspapers, sketching timelines and listening to faculty speakers in various fields. It was our hope that social as well as individual purposes for education might be recognized. We also hoped students would develop a knowledge base about the nature of education that could lead them to more thoughtfully address the questions of purpose and content in planning their own college education.

That is a birds-eye-view of our transition course. Now, Betsy will describe some of the findings from our research on IIE students and a control group and the impact of our findings on us as mentors and on our college in terms of program changes.

Part II - Outcomes of Re-Entry Course

Introduction

(See Next Page)

Introduction

After offering our re-entry course for a year, Jane and I began asking ourselves some questions: How effective has our course been in achieving its immediate goal, to provide a successful entry or re-entry experience for adult students at Empire State College? To what extent have the students who completed the course come to see themselves as developing persons and adult learners and expanded their views on the meaning of a college education? And what about students who did not complete the course? These are not easy outcomes to assess as is the case in much study of educational activity affected by many, uncontrollable variables.

In an attempt to obtain a somewhat comprehensive sense of the results of our program, we chose a couple of ways in which to evaluate it. First, through the *personal* reactions of a sample of students who completed the course; and second, through a *systematic comparison* of the results among a sample of newly enrolled students who took the re-entry course (called the IIE Group) with a sample of entering students who did not take it as their first course, including a follow-up on the drop-outs in both groups.

In the time we have here I would like to share with you some highlights of our findings on each of these measures as well as indicate what we have learned from our study including subsequent changes in our program initiated as an outcome of our findings.

The Personal Reactions of Students Who Completed the Re-Entry Course

After offering our course to more than 100 students, in groups of 10 to 15 students each, we invited fourteen students who had completed the course to join us for a discussion of their reactions to the experience. We selected a sample of students that included some who had just finished the course and others who had finished it long enough before to comment upon its impact on their further study in the College. We included in this group some students for whom our course represented their first college study; others had had substantial prior college-level study but had chosen to take the re-entry course to orient themselves again to college. We would like to share with you now excerpts of that discussion which was videotaped and which illustrates what we have read in outcome papers written by numerous students at the end of our course and have heard repeatedly in the oral evaluations we hold with each group as they complete the re-entry program. (Show videotape)

We think the tape captures some of the qualitative changes that take place in students' thinking about themselves and their education as a result of our re-entry course. While many begin with highly instrumental purposes for their college study, they come to see possibilities for personal and intellectual growth as well as for career or vocational advancement. Having had the opportunity during the course to read and reflect on the psychology of adult development and adult learning and on views of higher education that include the role of the liberal arts, they come to see the term "educated person" in an excitingly new and broader context, both generally and, most importantly, in relation to their own college education.

Outcome of Initial Empire State Enrollment for IIE Group and Control Group

In addition to soliciting the personal reactions of students to the re-entry course, we undertook a systematic study of its effectiveness. All 78 students who enrolled for our re-entry course in the first year it was offered, 1980-81, were matched with a group of 77 students initially enrolling in the College at the same time but who did not sign up for the re-entry course. Students in the two groups were matched on age and sex, as well as date of entry to the College. Jane already shared with you Table 1 showing the entry characteristics of the two groups including the data on age and sex as well as that on occupations and prior college credits. Incidentally, six of the students shown in the videotape were part of the group studied, five of whom have now graduated.

Table 2 shows the outcomes for students in the IIE Group and the Control Group for their initial period of enrollment in Empire State. The 78 students in the IIE Group were all enrolled in the re-entry course while the 77 students in the Control Group pursued various subjects of study largely working on individualized learning contracts, the basic mode of study at Empire State. Sixty-three (63) or 80% of the IIE Group completed the re-entry course for credit while only 49 or 64% of the Control group earned credit for their initial enrollment period in the College, suggesting a positive effect of the group experience for those exposed to it. In looking at specific characteristics of those who completed their initial study in both groups and those who did not, a couple of highlights might be pointed out among the findings. Among the IIE students completing the re-entry course was a substantially higher percentage of women than were successful in the control group, 81% vs. 69%. Age and occupation did not prove to be differentiating factors in the performance of the two groups. With respect to prior college credits, 73% of the IIE Group who finished the re-entry course had fewer than 49 prior credits, the largest subgroup (49%) having 0-16 prior credits.

Based on our own experience underlying the development of the re-entry program, and considering the relevant professional literature, the success of women in the course was not a surprise, but a real satisfaction. On the other hand, the fact that 15 students, including 9 men and 14 persons with 0-16 prior credits did not complete the course clearly concerned us. What had happened to the students who had not finished the course?

A follow-up inquiry was conducted by phone by our college ombudsperson with a sample of the non-completers in both the IIE and control groups. In addition, a questionnaire was sent to the faculty members who had worked with the non-completers in the control group. Among the students queried, most cited personal reasons relating to their work life, their family life, their health or often some combination of these factors as the reasons for their withdrawal. A few said the amount and kind of study required was not what they had expected. In the opinion of the faculty who had worked with these students, including Jane and myself, approximately 50% of the non-completions were, in fact, due to personal events in the lives of the students, while the other 50% were attributed to inadequate academic skills, either not recognized or admitted to by the students themselves. Incidentally, we have found, in general, with our students that those with weak academic skills frequently overestimate their ability compared to the self-estimates of students with adequate skills.

On the basis of this finding, we have subsequently attempted to identify students with weak reading and writing skills early in our course and intervene by such means as providing supplementary tutorial help during the course or extending the end date of the study to provide more time for completion of written assignments.

We have developed a profile of those students most likely to need assistance with their academic skills at entry to college with their academic skills in order that systematic attention may be given to their needs before or in conjunction with other beginning study undertaken in the College. Students fitting the profile are most likely to be men with few or no prior college credits. Unfortunately, in spite of all efforts made to provide for the successful transition of adults to college, certain unavoidable events in the personal lives of adults will always be a liability in their college enrollment causing withdrawals, sometimes temporary, but too often becoming permanent.

Conclusions

We have found our follow-up study to be highly instructive in our subsequent work with students. In addition to the changes I already mentioned, we now offer a second group study ourselves for selected students subsequent to the completion of IIE for further support and bonding and arrange for other students with specific academic deficiencies to remedy these immediately after the re-entry course. We encourage the establishment of short-term goals, especially in the form of associate degree programs for students entering with few prior college credits. Among students, particularly women, with strong academic backgrounds, we challenge them, following IIE, to pursue programs demanding high levels of scholarship and we find them responding well. The results of these changes will need to await a further study, however, for evidence of their real effectiveness.

I hope that this account of our experience in attempting to study and meet the needs of entering adult students at Empire State College will provide the incentive, if not a model, for you in addressing systematically the re-entry needs of your adult students. I think you will find it, as we did, a genuine adult learning experience yourself as well as the means to better meet the needs of your students.